



**Province of
British Columbia**



**Highlights
of the**

• **MINISTRY OF EDUCATION** •

**1989/90
Annual Report**



The 1989/90 *Annual Report of the Ministry of Education* examines the effectiveness of the school system in achieving the following mission:

The purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.

This summary contains the highlights of the 1989/90 *Annual Report*, including descriptions of some of the more important indicators of both student performance and the performance of the B.C. school system. Readers are encouraged to refer to the 1989/90 *Annual Report*, the *Statistical Supplement*, and *Year 2000: A Framework For Learning* for more details on the information presented here.

The Year 2000

1989/90 was a year of change in B.C.'s education system. *Year 2000: A Framework For Learning* set out the government's new policy for the development of all education programs in the Province. The new Primary Program was completed, and drafts of the new Intermediate and Graduation Programs were introduced for consideration by professional educators, parents and the community.

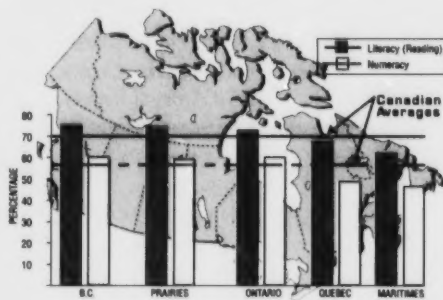
At the school level, many of the new approaches to instruction and assessment are already well under way. Teaching and administrative staff throughout the Province have taken part in Year 2000 committees and professional development activities in preparation for the coming changes. At all levels the changes are being thoroughly reviewed and will be implemented with care.

In preparing the 1989/90 *Annual Report*, the evidence on school and student performance was examined from the perspective set out in *Year 2000: A Framework For Learning* in order to see what changes are needed. The results suggest that in spite of many successes, there is still much work to be done to enable all learners to reach their full potential.

STUDENT DEVELOPMENT

At the centre of the education system are the students. The school system has primary responsibility for students' intellectual development and shares responsibility with families and the community for students' human and social development and their career development.

The basic literacy and numeracy skills of learners



On a 1989 Statistics Canada survey, 16 to 24-year-old British Columbians scored above national averages in both literacy and numeracy skills. Seventy-five per cent of young British Columbians scored at the highest reading level, and 60 per cent reached the highest level in numeracy skills. Despite B.C.'s relative advantage in relation to other provinces, a large proportion of young adults still need to develop functional literacy.

Student performance on provincial Learning Assessments

Provincial Learning Assessments give a good idea of how well students are developing higher-level knowledge and skills, such as the abilities to reason and analyse, to think creatively and to communicate at an advanced level. Learning Assessments are given to students at approximately ages 9, 12, and 15.

The 1990 Mathematics Assessment found that the performance of 15-year-olds had improved substantially since the 1985 assessment, while the performance of 12-year-olds had improved slightly. Nine year-old students showed a slight decline between 1985 and 1990.

Students aged 12 also showed a significant improvement in reading skills and attitudes between 1984 and 1988.

On the 1989 Social Studies Assessment, student performance was classified into four levels (with level four being the most difficult). The second of these four levels is described in the table below. Four out of five students demonstrated the range of knowledge and skills associated with this level of performance.

Second level of student performance on the 1989 Social Studies Assessment

81% of all 9-year-olds have knowledge of environmental issues, natural resources, and community changes; can select information from bar graphs, maps, timelines, and pictures; and can solve problems based on experience.

82% of all 12-year-olds can identify the levels of government in Canada, recognize individual and cultural differences and needs, distinguish fact from opinion, and recognize different points-of-view.

84% of all 15-year-olds understand Canadian political and historical terms and processes; can recognize and understand the role of opinion, bias, and point-of-view in history; and can identify and solve a problem.

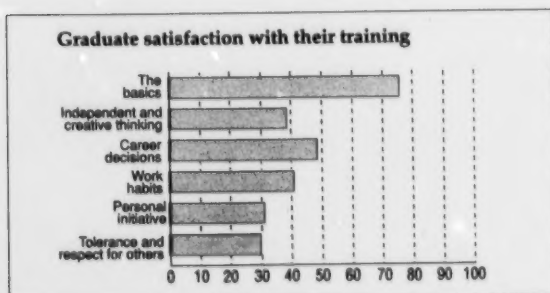
Perceptions of students towards themselves and the world around them

Information from recent surveys shows that, in general, students feel positive about their abilities and rely more on their understanding of themselves than on the opinions of others. Students are also aware of important health concerns such as AIDS and drug use and appreciate the benefits of a healthy lifestyle. For example, three-quarters of the 1989 graduates had taken part in school athletic teams or sports activities.

A large majority of the 1989 graduates said schools were successful in helping them develop positive attitudes about the environment, sexual diseases and substance abuse. Their greatest concerns were social isolation, drug abuse and racism.

Graduates listed a "good multicultural atmosphere" as a major strength of their school. They felt schools could foster tolerance and respect for the beliefs of others by demonstrating that ethnic lifestyles and values are important to Canada and by allowing members of minorities to practise their cultural beliefs.

Only a third of the graduates felt their school had done a good job of encouraging them to understand their responsibilities as community members and as Canadians. However, on the 1989 Social Studies Assessment, 84 per cent of students said they were very willing to become involved in good citizenship activities like helping in the community, welcoming new classmates, and practising environmental responsibility.

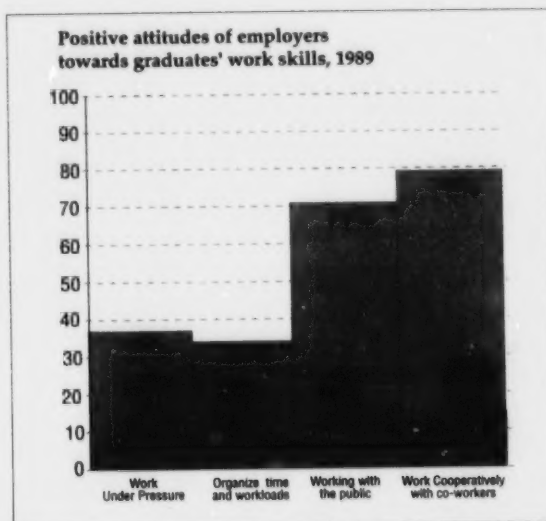


The perceptions of B.C. employers

In a recent survey of over 800 B.C. employers, the majority said the quality of students had remained the same or had improved over time. However, about 18 per cent felt that student quality had declined.

More than half the employers were satisfied with the reading skills of students, 40 per cent were satisfied with their writing skills, but only a third of the employers felt high school graduates had good skills at organizing time and workloads. They also said students were weak at working under pressure.

Employers were more positive about the interpersonal skills of the young people they hired. Almost 80 per cent said the students got along well with their co-workers, and more than 70 per cent felt that the young people worked well with the public.



THE BRITISH COLUMBIA SCHOOL SYSTEM

In accomplishing its goals for students, the school system attempts to be *accessible* and *relevant* to the needs of all learners and society, to make *equitable* use of resources, to provide high *quality* instruction and administration, and to be *accountable* to the public.

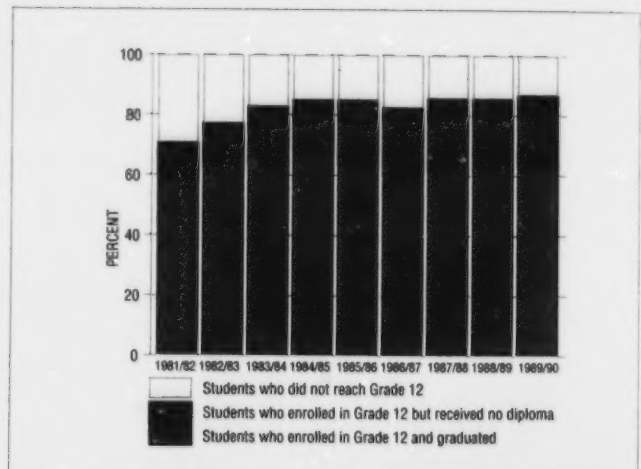
Access for students in special circumstances

The education system attempts to give all students the opportunity to achieve their intellectual, human and social, and career goals. The following are some of the ways in which access to the benefits of schooling is extended to take into account the special circumstances of individual learners.

- **Remoteness from school:**
To make distance learning more accessible, the Ministry has increased the number of regional correspondence schools from four to six in the past year. The Ministry also funds transportation services for more than 100,000 students.
- **Learners who are physically handicapped:**
The school system tries, wherever possible, to provide students with access to education in a regular classroom. As a result, handicapped or physically challenged learners who were taught in special schools are being integrated into mainstream classrooms.
- **Students with behaviour disorders:**
Most school districts offer individualized education programs for students with behaviour disorders. In 1989/90, 4800 students received this service.
- **Francophone learners:**
The Programme Cadre de Français offers instruction in French to students who speak French as a first language. Over the last five years, program enrolment has increased by almost a third to over 2100 students.
- **Gender:**
In 1989/90 the school system worked on initiatives to address the low female participation in subjects such as computer studies, math and sciences. Materials are being developed and distributed to support and encourage girls in non-traditional areas.

- **Independent schools:**
Independent schools provide students in B.C. with an alternative to the public school system. Thirty-seven thousand students attended independent schools in B.C. in 1989/90.
- **Access for non-English speaking learners:**
Students who speak little or no English may receive instruction in English as a Second Language (ESL). In 1989/90, about 3,000 new students were enrolled in ESL programs.

B.C.'s school completion rate



One of the most pressing problems for the school system is the large number of students who leave school without graduating. Sixty-three per cent of students entering Grade 8 in September 1985 graduated in June 1990. Another twenty-four per cent enrolled in Grade 12 in September 1989, but did not graduate in June 1990. The percentage of students reaching Grade 12 has increased over time, but there has been no corresponding increase in the percentage of students graduating. One way of continuing to increase the school completion rate is to provide learning experiences that students find useful and relevant. In developing the new

Primary, Intermediate and Graduation programs, the Ministry, school districts and schools have worked together to find ways to improve the relevance of school programs which, in turn, should help students stay in school. For example, in an effort to make school more relevant to First Nations learners, who are less likely to graduate than others, a number of First Nations language and culture programs were established last year.

The Ministry also funds special programs for gifted learners who may drop out because they do not find school challenging enough.

The Quality of Instruction and Administration

A sample of 1989/90 school accreditations found that teaching staff were:

- competent, highly qualified and dedicated;
- friendly and open with students;
- committed to the teaching profession; and
- responsive to students' individual learning needs.

School administrators were found to be effective in:

- ensuring an excellent level of communication within schools;
- recognizing the need for long-term staff development plans;
- using resources efficiently; and
- addressing shortcomings identified in the accreditation process.

Schools had developed plans for improvement in the following areas:

- providing opportunities for students to develop critical and creative thinking skills;
- consulting with parents, students and teachers in planning;
- improving communications among schools, parents, the school district, and the community; and
- developing a school-wide philosophy and focus.

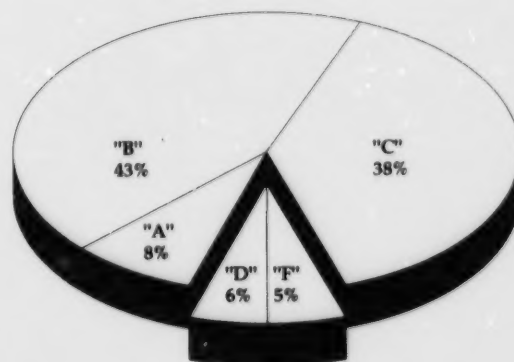
The school accreditation reports also identified professional development as an area for improvement, especially in light of the move towards more learner-focused instruction and the need for administrative leadership in implementing the *Year 2000: A Framework For Learning* changes. Maintaining the

present high quality of instruction and administration, while accommodating the new framework, will require a substantial commitment to professional development opportunities for all staff. In a recent public survey, the effectiveness of the Province's teaching staff was given an "A" by eight per cent of British Columbians, a "B" by 37 per cent, and a "C" by 32 per cent.

Public satisfaction with the B.C. school system

- According to opinion polls carried out between 1984 and 1989, public confidence in the quality of education in British Columbia has improved. However, confidence in the school system is still lower in B.C. than in other provinces.
- Seventy-five per cent of parents with school-aged children feel they are not getting enough information from either their school board or the Ministry of Education.
- Thirty-nine per cent of respondents believe the Province is receiving good or excellent value for the money it spends on education. Forty-two per cent said the Province is receiving fair value for its money.

How parents rated the schools in their community



Where Are We Going?

- The new common curriculum being developed will emphasize the "skills" of reading, writing, communication, and mathematics, as well as critical thinking skills.
- New ways are being developed to assess and report the accomplishments of students in a more individual and meaningful manner.
- Schools, parents and the community are encouraged to develop partnerships to deal with substance abuse, multicultural awareness, and family and social responsibilities.
- School programs will continue to encourage the development in students of self-esteem, personal initiative and an appreciation of physical well-being.
- The Primary Program, the proposed Intermediate Program and the proposed Graduation Program will contribute to career development by suggesting learning experiences which encourage positive attitudes toward work, an understanding of the working world, and opportunities to examine a variety of career choices. Partnerships between employers and schools are encouraged.
- The Multicultural Education Advisory Committee and the Heritage Languages Advisory Committee have submitted draft guidelines on the issue of multiculturalism to the Ministry of Education.
- The school system has committed itself to helping more students graduate, for students as a whole, and for students in special circumstances.
- The Ministry, school boards and schools will continue to encourage educators to participate in professional development activities related to the new Primary, Intermediate and Graduation Programs. The Ministry will support district-run summer institutes in topics related to these programs, such as learner-focused instruction, active learning, and co-operative learning.
- The accreditation process will continue to encourage schools to develop plans for the future based on the needs of their students and their communities.
- The Ministry will continue to ensure that grants are distributed fairly to districts. Continued participation by stakeholders on review committees will ensure the necessary adjustments to maintain equity.
- As of 1990/91, all school districts must produce an annual report to ensure accountability at the local level.







**Province of
British Columbia**

• MINISTRY OF EDUCATION •

Annual Report

**July 1, 1989 to
June 30, 1990**

**British Columbia Cataloguing
in Publication Data**

British Columbia. Ministry of Education
[Annual Report (1980)]
Annual Report. - 109th (1979/80)

Cover title: Report on Education
1979/80 - 1980/81.

Report year ends June 30.

Continues in part: British Columbia
Ministry of Education, Science and
Technology.

Annual Report.

ISSN 0711-9151

ISSN 0711-9410 = Annual Report -
Ministry of Education (Victoria. 1980)

1. British Columbia. Ministry of
Education - Periodicals. 2. Education -
British Columbia - Periodicals. I. British
Columbia. Ministry of Education. Report
on Education. II. Title: Report on
Education

L222.B7A22

345.7110685'1

Rev. Oct. 1987



To The Honourable David C. Lam
Lieutenant Governor of the Province of British Columbia

MAY IT PLEASE YOUR HONOUR:

I have the honour and duty to present the One Hundred and Nineteenth Annual Report of the Ministry of Education, covering the period from July 1, 1989 to June 30, 1990, on behalf of my former colleague, Anthony J. Brummet.

A handwritten signature in dark ink, which appears to read "Stan Hagen". The signature is stylized with a large, looped "A" and a long horizontal stroke at the end.

Stanley B. Hagen
Minister of Education



To The Honourable Stanley B. Hagen
Minister of Education, Province of British Columbia

DEAR MR. MINISTER:

I take pleasure in submitting, for your approval and transmittal to the Lieutenant Governor, the One Hundred and Nineteenth Annual Report of the Ministry of Education, covering the period from July 1, 1989 to June 30, 1990.

Wayne Desharnais
Deputy Minister of Education

TABLE OF CONTENTS

Message From the Minister	i
Introduction	1
The Annual Report of the Ministry of Education	1
Goals of Education and Attributes of the School System	2
Structure of the Annual Report	3
The British Columbia School System	4
Goals of Education	[7]
Intellectual Development	9
The Year 2000	9
How Are Students Developing?	10
Basic Skills of Literacy and Numeracy	10
Basic Reading Skills of Learners in B.C.	12
Attitudes Toward Reading	12
Writing	13
Beyond the Basics: Evidence of Student Performance	15
Achievements of Senior Students	17
English	18
Algebra	20
Student Demonstrations of Excellence	21
Scholarships	21
Academic Fairs and Competitions	21
Euclid Mathematics Competition	21
Science Fairs	22
What Do Graduates Say?	23
How Are We Doing?	24
Where Are We Going?	25
Human and Social Development	27
The Year 2000	27
How Are Students Developing?	28
Physical Health	28
Canada Fitness Awards	29
Student Knowledge About AIDS	30
Substance Abuse	30
Personal Development	31
Self-Worth	31
Personal Initiative	32
Social Responsibility	33
Human Rights	34
Multiculturalism in Schools	34
What Do Graduates Say?	36
How Are We Doing?	38
Where Are We Going?	39

Career Development	41
The Year 2000	41
How Are Students Developing?	42
Acquiring Effective Work Habits and Work Skills	42
Attendance	44
Setting Career Goals	45
Teacher Perceptions of Career Preparation	45
Career Development Programs	46
Counselling Programs	46
Passport To Apprenticeship	46
Career Preparation Programs	46
What Students Do After Graduation	47
Students Who Do Not Continue	47
Students Who Further Their Education	47
The Influence of Education on Earnings	48
What Do Graduates Say?	49
How Are We Doing?	50
Where Are We Going?	51
Attributes of The School System	[53]
Accessibility	55
The Year 2000	55
Access to Programs Leading to Graduation	56
Public Schools	56
Independent Schools	57
Distance and Correspondence Learning	58
Home Schooling	58
Access for Those in Special Circumstances	59
Remoteness from School	59
Learners with Special Needs	60
Francophone Learners	62
Access for Non-English Speaking Learners	63
Gender	64
Adult Learners	65
What Do People Say?	65
How Are We Doing?	66
Where Are We Going?	66
Relevance	67
The Year 2000	67
Relevance and School Completion	68
What is B.C.'s School Completion Rate?	69
Making Learning More Relevant: Keeping Students in School	71
Gifted Learners	72
First Nations Learners	72
What Do People Say?	74
How Are We Doing?	74
Where Are We Going?	75

Quality	77
The Year 2000	77
Research Standards	78
Focus On the Learner	78
Active Learning	79
Co-operative Learning	79
Administrative Leadership	80
Professional Standards	81
B.C. College of Teachers' Standards	82
Professional Development Efforts	82
Accreditation Standards	84
Instructional Quality	84
Administrative Quality	85
What Do People Say?	85
How Are We Doing?	86
Where Are We Going?	87
Equity	89
The Year 2000	89
Is the Provincial Resource Allocation Equitable?	90
Creating Equity	90
Maintaining Equity	91
Did The School Boards and Schools Allocate Their Resources Fairly?	93
What Do People Say?	93
How Are We Doing?	94
Where Are We Going?	94
Accountability	95
The Year 2000	95
Consultation	96
School Level Consultation	96
School District Level Consultation	97
School District Referenda	97
School Boards	97
Ministry Level Consultation	97
Education Advisory Council (EAC)	98
Reporting	99
Student Progress	99
School Districts and Schools	99
Ministry	100
Cost-Effectiveness	100
What Do People Say?	101
How Are We Doing?	102
Where Are We Going?	102

Appendices

Appendix 1: Year 2000: A Framework For Learning	103
Primary Program	104
Intermediate Program	105
Graduation Program	106
Appendix 2: Sources of Evidence	107
The Accreditation Process	107
Provincial Learning Assessment Program	107
Provincial Examinations	108
Scholarship Examinations	108
Follow-up Survey of Grade 12 Graduates	108
Statistics Canada Survey of Literacy Skills Used in Daily Activities	109
Appendix 3: Key Documents	111
Index	113

MESSAGE FROM THE MINISTER

The 1989/90 school year was a time of change. The document *Year 2000: A Framework For Learning* established a new framework for the development of all education programs in the Province. The Primary Program was completed and drafts of the new Intermediate and Graduation Programs were introduced for consideration by professional educators, parents and the business community. There was a growing focus on student needs. New funding systems and procedures were introduced and stakeholder co-operation was strengthened.

However, the changes of 1989/90 are not enough. Only when schools and all educational endeavours are truly learner-focused, when education is seen as a lifelong passion, and when schooling becomes a community endeavour and not just a classroom activity, will we have succeeded in making the kinds of changes envisioned by the people of this Province and required to properly prepare young people for the future.



This Annual Report provides data about student and system performance. It describes fundamental education change and points to examples of renewed energy and a clearer focus on our learners.

But within the data is another story. A message that schools are about as good today as they were ten years ago; that public opinion and confidence in our system is not as high as it should be; that we are spending more than ever on educating our young people; and that we still cannot adequately measure or describe the things that our students can do and whether or not we have prepared them adequately. Obviously, we cannot yet sit back and assume success.

For example, society in general has a problem with adult literacy. It appears that only 70 per cent of B.C. adults have adequate reading skills to cope with everyday demands. The school system can help with this concern. Further, we have yet to deal with the fact that 37 out of 100 students do not graduate within the expected time. At this rate, by the year 2000, another 135,000 students will have left school unprepared to survive in a changing, technological world. These individuals may become burdens on society, instead of contributing members.

Concerns like these necessitate fundamental reform of the school system. We cannot afford to fail in this endeavour - the risk is too high.

I hope that in reading this report you will join me in celebrating the many successes it describes, without overlooking the need for improvement, the need for change, the need for a new style of education that truly enables learners to develop their individual potential.

My thanks to the dedicated staff at the Ministry of Education, to the employees in board offices and districts, and to the committed, hard-working professionals in B.C.'s educational agencies and schools - the people who can, and do, make the difference.

INTRODUCTION

The Annual Report of the Ministry of Education

The Government of British Columbia has set out the following mission for the B.C. school system:

The purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.

The purpose of the Annual Report is to inform the legislature and the public about the effectiveness of the school system in achieving this mission.

Readers are invited to examine the evidence presented in the Annual Report and to make their own judgements of the success of the school system in achieving the two parts of its mission. First, whether students are being given the opportunity to develop their potential; and second, whether students are leaving school with the qualities they need to contribute to the well-being of society.



Goals of Education and Attributes of the School System

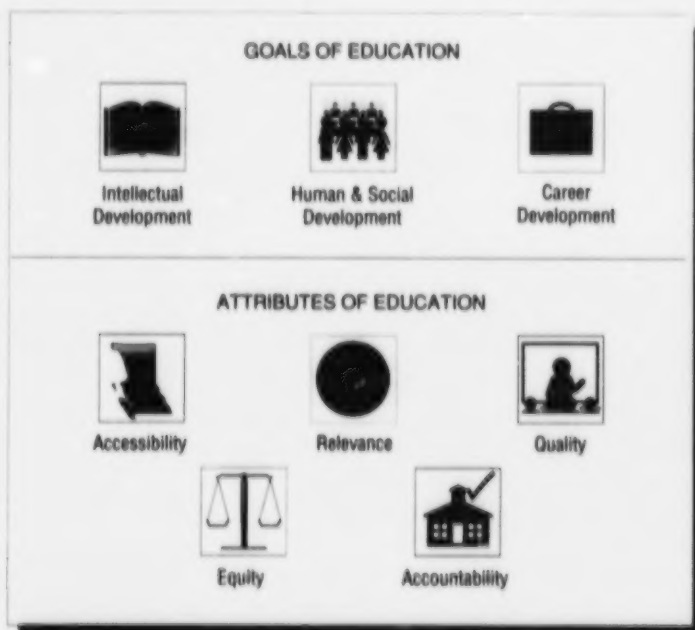
The mission of the school system is accomplished through the achievement of three goals for students and five attributes of quality education systems. Taken together the goals and attributes describe the fundamental values on which all decisions and plans for improvement for the school system should be based.

At the centre of the education system are the students. The school system has the primary responsibility for their *intellectual* development, and shares responsibility with families and the community for their *human and social* development, and their *career* development.

The means to achieve these goals should be *accessible* to all learners in British Columbia. The education goals are accomplished by providing *relevant learning experiences*.

Teachers, administrators, resources and instructional practice should be of high *quality* and the resources of the education system should be allocated *equitably*.

Finally, the system should be managed in order to be *accountable* to students, their parents, and ultimately the public.



Structure of the Annual Report

In the Annual Report, each of the goals and attributes is treated in a chapter. Each chapter presents evidence of the achievements of both students and the school system. This information includes statistical data as well as the results of recent opinion surveys of the public, employers and students.

Descriptions of school programs and activities, demonstrations of student work, as well as the comments and anecdotes of parents, students, teachers and community members have been included in an attempt to describe aspects of schools that statistics often fail to capture.

The end of each chapter outlines how well our students and schools have done and what changes will be made in the future to improve their performance.

The report contains several appendices which provide information on recent and proposed education changes arising from *Year 2000: A Framework For Learning* and on other programs mentioned in the Annual Report.

The reader is encouraged to refer to the Statistical Supplement for more details on the information presented in the Annual Report.



The British Columbia School System

The British Columbia school system provides learners with three principal means of access to education: public schools, independent schools, and home schooling. In 1989/90, half a million learners attended the Province's 1,589 public schools; another 37,000 received their schooling through 267 independent schools. About 1,677 home schoolers were registered in accordance with provincial statutes.



Management of the public schools is a responsibility shared between the government of British Columbia, represented by the Ministry of Education, and 75 locally elected school boards. The Ministry of Education is responsible for ensuring that the education system provides students with opportunities for a quality education in a cost-effective manner.

The Ministry sets standards and overall directions for the education system and provides leadership and encouragement to all education agencies in the Province. The Province is

concerned with high-level issues in: finance and facilities; program direction, development, and implementation; student access and achievement; teaching performance; and system evaluation and public accountability.

As specified in the *School Act*, teachers have responsibility for classroom instruction, and administrative officers for school programs and administrative management. Within each district the public school system is managed by the local school board.

Under the *Independent School Act*, operation of independent schools is the responsibility of each independent school authority, but the Province sets criteria for funding and evaluation. Management of correspondence and distance education is a responsibility of the Ministry of Education, although in most cases regional correspondence schools are operated under contract by a school board. The Province also funds home schooling for students in special circumstances.

The cost of running the public school system is 2.6 billion dollars. Funding of public schools in British Columbia is shared between the Province and the school boards. In 1989/90, the Province has funded approximately 78 per cent of this cost.

The Province also allocated almost 76 million dollars to fund independent schools that meet provincial requirements. In addition, independent schools collect fees to support the rest of their costs.





GOALS OF EDUCATION

A major function of the school system is the development of knowledge, skills, and attitudes which society considers important. It is generally agreed that schools have the major role in students' intellectual development and share the responsibility with the family and other institutions for students' human and social development, and for their career development.





INTELLECTUAL DEVELOPMENT



To develop the ability of individuals to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.

The Year 2000

The present generation of students will be the leaders and decision-makers of the next decade and beyond. They will face a world of increasingly complex problems including the state of the environment, the pressures of a competitive world economy and the concerns of an ageing and multicultural society.

These challenges demand that students be adept at searching for creative solutions, technologically skilled, and have a sound background of traditional knowledge. Most importantly, they will be committed to learning to a degree undreamed of only a generation ago.



How Are Students Developing?

The intellectual achievements of learners are described below in terms of three key measures: the basic skills of literacy and numeracy, higher-level knowledge and skills (including problem-solving and creative thinking) as demonstrated by the achievements of senior students, and student demonstrations of excellence.

Basic Skills of Literacy and Numeracy

Society is placing more and more emphasis on basic literacy and numeracy skills. Without an ability to read fluently or solve basic numerical problems, individuals can no longer meet everyday demands at home or at work.

Evidence from the 1989 Statistics Canada survey shows that levels of literacy and numeracy in British Columbia are well above the national average. On that survey, 75 per cent of 16 to 24-year-olds in British Columbia scored at the highest reading

Sample questions from the 1989 Statistics Canada survey

- Here is a list of two bedroom apartments.
Circle all the ads which indicate that the rent is no more than \$550 and parking is included.
- Circle the expiry date.

57%
Correct

89%
Correct

PROVINCE OF NEWFOUNDLAND & LABRADOR DEPT. OF TRANSPORTATION MOTOR REGISTRATION DIVISION				CHANGE OF NAME OR ADDRESS	
DRIVER'S LICENCE NO.	CLASS	BIRTHDATE	EXPIRY DATE	Marriage or birth certificate must be submitted when changing name and/or birthdate.	
S27010901R	05	27 01 09 92	01 09	DRIVER'S LICENCE NO.	
HEIGHT	MASS	EYE COLOUR	SEX	AUTHORIZED INSTRUCTIONS	SURNAME
162	060	BROWN	M	00,00,00,00,00,00	GIVEN NAME & INITIAL
ENDORSEMENTS				DOB DATE	
06,00,00,00,00,00,00,00				DOB DATE	RR,12,05
SAMPLE JOHN 123 YOUR STREET ANYTOWN, NF A1C 5N4				BOX NO. AND/OR STREET	
				CITY OR TOWN	
				PROVINCE	
				POSTAL CODE	
				To change name and/or address, complete this stub and forward to: Dept. of Transportation Motor Registration Division Viking Building, Crossbase Road St. John's, Newfoundland, A1C 5T4 (For additional information, see reverse.)	

SIGN (IN INK)

Apts. 2 Bedroom

AYLMER, immediately, newly renovated, parking, balcony, \$400. 555-1741.

BANK ST. SOUTH
NEW 2 bedrooms from \$550. 555-5509; 555-4257

BAYSHORE, clean spacious 2 bedroom, March, \$419. 555-0500.

BEACON Hill, nice, quiet condominium, equipped, air conditioner, utilities, \$575. 555-9757.

BEACON Hill, utilities, parking, drapes, air conditioned, appliances, \$570. February 1. 555-3720

BEECHWOOD AVENUE
LARGE 2 bedrooms starting at \$475., stove, refrigerator, heat, hot water, adults. 555-0858; 555-4839.

BEECHWOOD area, well appointed, spacious apt., parking included. \$550. Feb. 1. First month free rent. Call Stan Smith: 555-3464.

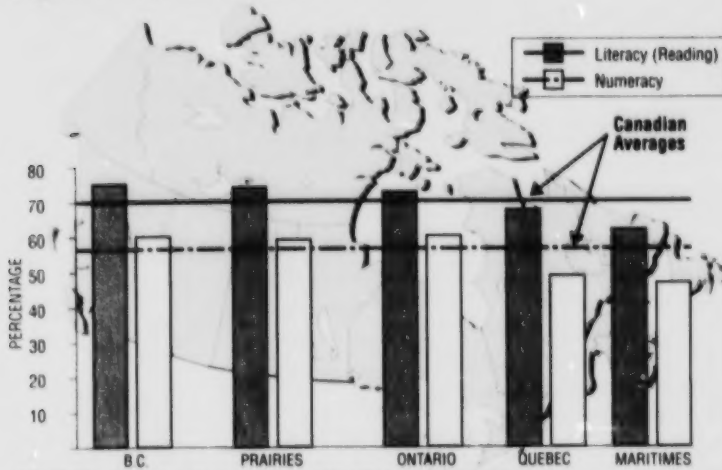
BILLINGS Bridge, 2 bedrooms, \$600., utilities extra. 555-9860.

BYWARD Market, luxurious 2 bedroom, new condominium, separate dining room, \$785 includes parking. February 1st. 555-6464 or 555-5749.

CANAL/Elgin, Feb 1, \$585 includes heat, hydro, balcony. 555-4242.

CARLETON Place, \$385, equipped, parking, utilities included. 555-3663.

Percentage of 16 to 24-year-olds achieving high literacy and numeracy skills, Canada, regions and provinces, 1989



SOURCE: Statistics Canada. See Statistical Supplement p.3

level, compared with a Canadian average of 70 per cent. On numeracy skills, 60 per cent of young British Columbians reached the highest level, while the national average was 55 per cent.

Research shows a strong link between years of education and literacy. Yet this trend is somewhat contradicted by recent events in B.C. Until 1981, B.C.'s young adults had among the highest years of schooling of all Canadian provinces. However, by 1986, B.C. young people's years of schooling had fallen behind the national average.

Fortunately the literacy and numeracy levels of B.C. young

people have not yet followed suit. What has caused this inconsistency, and can we continue to maintain high levels of literacy if the average years of school do not keep pace with other provinces? And an even more probing question: Are the Statistics Canada and Southam tests of literacy the kinds that can be used in the school setting, or are there some more effective ways to measure this important skill so that individual students and schools can track their achievement and be motivated to improve their performance?

The Canadian Business Task Force estimates that illiteracy costs our society about 10 billion dollars a year in lost productivity, lost earnings and industrial accidents. The costs to individuals are no less significant. Reading ability influences not only earning levels and job opportunities, but also personal and social well-being. The 1987 Southam Report on Literacy found, for example, that 10 per cent of Canadians could not read the dosage directions on a medicine bottle, 50 per cent could not understand a bus schedule, and 61 per cent could not interpret a key section in the Charter of Rights and Freedoms.

1990: International Literacy Year

Basic Reading Skills of Learners in B.C.

Provincial Reading Assessments are designed to help develop priorities for curriculum improvement. They also give us a good idea of how our students are doing. The 1984 and 1988 reading assessments covered students aged approximately 9, 12, and 15 years.

On the 1988 assessment, students in all three age groups were able to recognize basic information in what they read. Nine-year-olds could understand stories and conclude the author's purpose, and two-thirds of the students were able to support the conclusions they had drawn from a text. The twelve-year-olds could understand and interpret narrative passages and stories, but they had difficulty evaluating a newspaper article that contained scientific language. The 15-year-olds performed at a superior level in understanding and interpreting poetry, but both 12 and 15-year-old students found it difficult to support their interpretations with specific references to the text.

Attitudes Toward Reading

Education research has shown that strong reading skills are closely linked to a positive attitude towards reading.

The 1988 Reading Assessment showed that 9 and 12-year-olds were reading more than their 1984 counterparts, and had a more positive attitude toward reading. The attitude of 15-year-old students remained unchanged. The number of students borrowing library books also increased for all three age groups.



"I like everything about school. Writing, math, gym, social studies. In English we wrote fairy tales and I belong to the book club. When you read 100 books you get a certificate and some stuff. When you read 1,000 books you get to go out for lunch. I read 300 books last year. This year maybe I'll read over 1,000.

We've had two student teachers and our first one taught us about owls and we did an art display about owls and our second teacher taught us about space and we did an art thing about space. We even made a map about space.

In social studies we learned about trains and we went on a train trip to Squamish and we learned about Prince George and a couple of other countries. Our principal picked those subjects. Some other Moms and Dads went on the train trip with us. My Dad drove us to the ferry terminal."

Eight-year-old student

Writing

The 1988 Writing Assessment indicated that 96 per cent of 9-year-old students, 81 per cent of 12-year-old students, and 75 per cent of 15-year-old students were at least able to write extended narrative (composition) at a level which was minimally acceptable for that age level. These results showed a substantial improvement since the previous Writing Assessment in 1978.

Students in the 9, 12 and 15-year-old groups showed control of basic sentence structure and vocabulary and, in general, were able to present their ideas in narratives, descriptions, and opinion papers. Weaknesses in student writing were mainly related to a lack of sophistication in thought and language use. Writing was often imprecise and showed little originality. Syntax and diction were other areas of weakness.

Nine-year-old students were particularly strong in fluency and writing style. Overall, the writing of 12-year-old students was also fluent, well-focused, and correctly spelled and punctuated. The writing of 15-year-old students was distinguished by its personal content and honesty.

**Samples of
student writing**

The Poem Will Come

Making each move
With my eyes
I read the words
As they go by.
Turning each page
One by one.
The book is almost done.

I read when I can.
When I'm all alone,
Just waiting to read the poem.
I know it will come.
After this page or maybe the other.
But I know it will come someday.

Twelve-year-old student

Bikes

Blasts of torque
Involved with aggression
Kickbacks of snappy potent power
Ergonomics and precision
Suspension settings.

Fifteen-year-old student

The Surprise

Slowly a small, blonde head peered through the doorway into the darkness of the bedroom beyond. The little girl stared blankly into the darkness until her eyes adjusted to the lack of light. As she began to pick out details of the room, she realized that something or someone was on the bed. There was a dark mound on the blanket, and she knew it was not her pillow. As she crept closer, she saw that it was humanoid in shape. Whatever it was, it was huge, but it did not look mean or nasty. An even closer look showed her that it was fuzzy. Suddenly she gave a squeal of delight and ran and jumped onto the creature. Wrapping her arms around it, she pressed its furry warmth to her face and snuggled it close to her body. Never before had a birthday present pleased her more than this teddy bear she found waiting on her bed.

Thirteen-year-old student

Beyond the Basics: Evidence of Student Performance

As students mature they develop higher-order intellectual processes. These include the ability to deal with complex material, to reason and analyze critically, to think creatively, and to communicate at an advanced level.

According to the results of Provincial Learning Assessments from the last eight years, students have generally increased their performance at the intermediate level (ages 9 to 15).



Students' knowledge of science increased between 1982 and 1986. In 1986, for example, 15-year-old students outperformed the 1982 17-year-olds.

In mathematics, the performance of 15-year-old students improved substantially, while the performance of 12-year-olds improved slightly. Nine-year-old students showed a slight decline from 1985 to 1990. This was attributable to a decline in understanding of measurement.



Students aged 12 also showed a significant improvement on Reading Assessments from 1984 to 1988. Twelve-year-olds in 1988 had a more positive attitude towards reading, and read more than their counterparts in 1984.





On the 1989 Social Studies Assessment, student performance was classified into four levels (with level four being the highest). The second of these four levels is described in the table below. Four out of five students demonstrated a comprehensive range of knowledge and skills.

**Second of four levels of student performance
on the 1989 Social Studies Assessment**

9-year-olds

81%



81% of all 9-year-olds have knowledge of environmental issues, natural resources, and community changes; can select information from bar graphs, maps, timelines, and pictures; and can solve problems based on experience.

12-year-olds

82%



82% of all 12-year-olds can identify the levels of government in Canada, recognize individual and cultural differences and needs, distinguish fact from opinion, and recognize different points-of-view.

15-year-olds

84%



84% of all 15-year-olds understand Canadian political and historical terms and processes; can recognize and understand the role of opinion, bias, and point-of-view in history; and can identify a problem and determine a solution.

Achievements of Senior Students

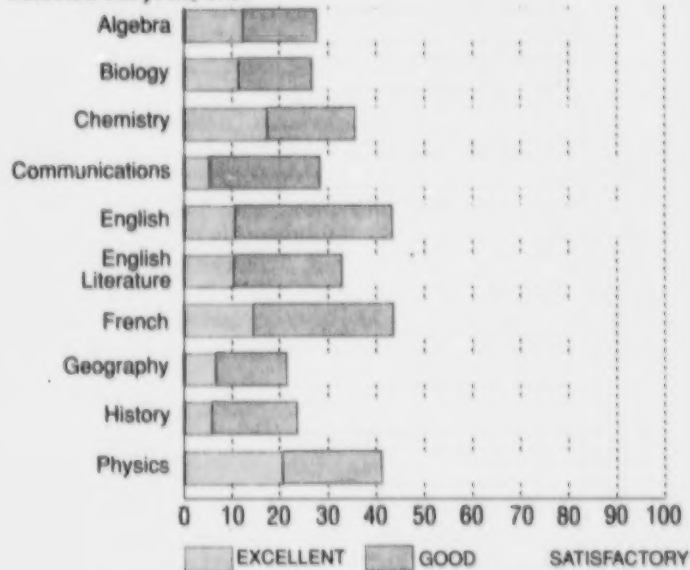
Provincial Learning Assessments since 1984 have not covered students over the age of 15. In order to determine how older students are doing, we can look at the results of provincial examinations and samples of students' work.

Virtually all senior students write provincial examinations in either English 12 or Communications 12. The number of students writing provincial examinations in other subjects is substantially smaller. So, while results from these other examinations do not reflect the performance of the senior population as a whole, we can still determine the percentage of examinees who successfully meet this academic challenge.

Most senior students pass their provincial exams at the satisfactory level. Over all Grade 12 examinable subjects, the percentage of students who achieve excellent marks ranges from 6 to 27 per cent, while failure rates vary from 1 to 24 per cent. Students' final marks are made up of 60 per cent of the school mark and 40 per cent of the provincial exam mark.

The following section describes student performance on Grade 12 provincial exams in terms of what students can do.

Results on Grade 12 Provincial Examinations, selected subjects, 1989



SOURCE: Information Management Branch. See Statistical Supplement p.4

English

Eighty-five per cent of all Grade 12 students wrote the English 12 examination. Of those who participated, 92 per cent passed. Students achieved success at three levels: satisfactory (49 per cent); good (33 per cent); and excellent (11 per cent).

Achievements of students at a satisfactory level of success

Forty-nine per cent of those who wrote the examination achieved a satisfactory level of success. These students were able to form complete sentences and paragraphs, answer basic comprehension questions based on non-fiction prose, define an unfamiliar word, and correctly identify literary devices used in a short story. The quality of writing in longer compositions was generally satisfactory though lacking in originality.

Achievements of students at an excellent level of success

Eleven per cent of students who wrote the exam obtained an excellent level of success. They could do everything the satisfactory and good achievers could do and more. These students evaluated many types of literature with a high degree of competence; demonstrated an understanding of poetic terminology and the language of poetry; and showed a thorough knowledge of acceptable grammar and punctuation.

Students at this level of achievement produced longer compositions, many of which were original, vigorous, and interesting. Some were eccentric, some more conventional; all reflected a perspective that was both mature and informed.

On the following page are excerpts from "The Upper Canadian" by Ontario poet James Reaney which comprised one portion of the English examination. Students were asked to read the poem and, under examination conditions where time was essential, were asked to answer the following question:

The poet says that there are disadvantages to living where he does. In paragraph form, explain THREE of these disadvantages and provide a supporting quotation for each. (9 marks) Three marks will be awarded for the quality of your written expression.



Excerpts from "The Upper Canadian,"
by James Reaney

- 1 I wish I had been born beside a river
- 2 Instead of this round pond
- 3 Where the geese white as pillows float
- 4 In continual circles
- 5 And never get out.
- 6 Sometimes I wish that I
- 7 Hadn't been born in this dull township
- 8 Where fashion, thought and wit
- 9 Never penetrate, . . .
- 14 The river, the railroad,
- 15 And His Majesty's Highways
- 16 Number Seven and Eight
- 17 Go through town
- 18 And never are the same again.
- 19 But this pond and I
- 20 Go through and become
- 21 Nothing different. . . .
- 32 At night, I'll read
- 33 The Collected Works of William Shakespeare
- 34 By an empty stove
- 35 And think at least there's this
- 36 Although I'll never see it acted. . . .
- 45 I shall always sit here in this hovel
- 46 Weeping perhaps over an old Victorian novel
- 47 And hear the dingy interwinding tunes
- 48 Of country rain and wind
- 49 And lame fires of damp wood.
- 50 Especially shall I hear that starved cricket
- 51 My mind, that thinks a railway ticket
- 52 Could save it from its enclosed, cramped
- 53 quality.
- 54 That mind where thoughts float round
- 55 As geese do round a pond
- 56 And never get out.

Sample of a "satisfactory" answer

One disadvantage is the fact that nothing changes, all his life has been the same. One quote proving this is, "But this pond and I go through and become nothing different." He also states how small his town is, and that nothing exciting happens. An example of this is "The Collected Works of William Shakespeare By an empty stove And think at least there's this Although I'll never see it acted."

Finally disadvantages that occur around him are the same old sounds and smells; "And ~~there's~~ hear the dingy interwinding tunes of country rain and wind and lame fires of damp wood. Especially shall I hear that starved cricket."

Sample of an "excellent" answer

The complaints of the poet against the town in which he lives can be essentially grouped into three broad categories. The first, and most predominant is that of stagnation, his dissatisfaction in the unchanging landscape and unvariable patterns he sees around him. This misgiving is put forward using the concept of the geese condemned to swim round and round the pond; it is furthered by the quotation: "But this pond and I go through and become nothing different." Another of the broad thematic categories is the poet's sadness at the absolute failure of any outside culture to penetrate into the environment of the town, shown by: "Where fashion, thought, and wit / Never penetrate," and "Although I'll never see it acted." The latter comments on the failure of the town to satisfy the author's cultural needs; he feels let down because it will never be possible for him to see a production of Shakespeare. Finally, "I shall always sit here in this hovel" conveys the poet's bitterness at the poor quality of life for his "hovel" is probably representative of the low standards of living in such a remote area as his.

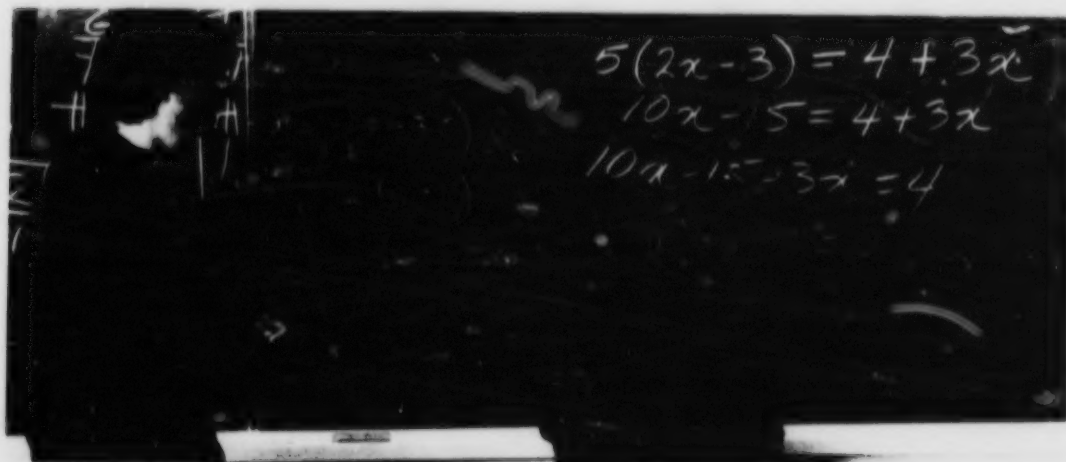
Algebra

Students in B.C. are not required to take Algebra 12. Consequently, 41 per cent of Grade 12 students wrote the Algebra examination. Of those students, 82 per cent passed. Students demonstrated success at three levels: satisfactory (54 per cent), good (16 per cent), and excellent (12 per cent). A sample of the type of question that the satisfactory level students could do is shown below.

Example of a question the "satisfactory" group was able to solve.

Determine the x-intercepts of the ellipse $9x^2 + 25y^2 = 900$

- A. ± 3
- B. ± 5
- C. ± 6
- D. ± 10



"Our school system must teach the 'basics' but also respect for lifelong learning. More energy must be put into basics and into science programs."

Graduate comment

Student Demonstrations of Excellence

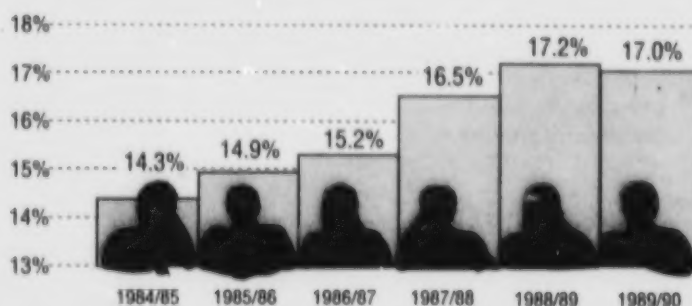
Students demonstrate the pursuit of excellence by participating in scholarship examinations, science fairs, math competitions and other intellectually challenging activities.

Scholarships

Participation in provincial scholarship examinations demonstrates the pursuit of academic excellence. In the 1989/90 school year, 6,346 students wrote scholarship examinations.

In the past, scholarship awards were limited to the top three per cent of the student population. This is no longer the case. Students now receive an award if their score equals or exceeds a provincially set standard. In 1989/90, 1,311 students received scholarships compared with 1,159 in 1988/89.

**Participation in scholarship examinations
1984/85 - 1989/90**



NOTE: Number of participating students includes public school students and students from a small number of independent schools.

SOURCE: Information Management Branch. See Statistical Supplement p.5

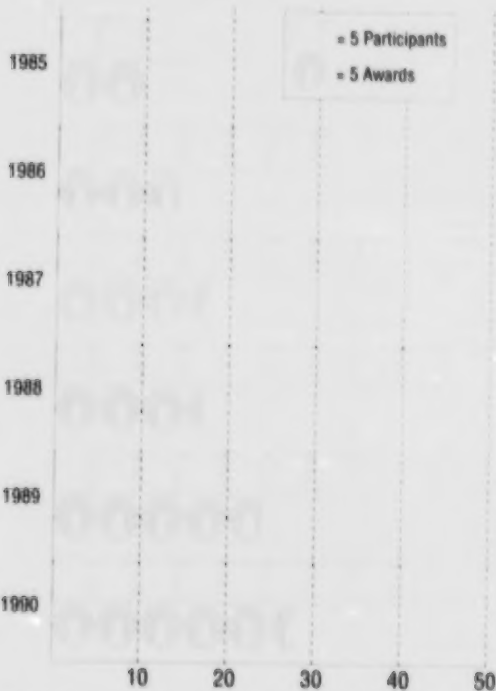
Academic Fairs and Competitions

Euclid Mathematics Competition

The Euclid competition is a rigorous test of the problem-solving and thinking skills of Grade 12 students. In 1989/90, more than 12,000 students took part in the competition, which is offered by the University of Waterloo and is open to all Grade 12 students in Canada.

Although the B.C. population is only 12 per cent of the Canadian population, 25 per cent of the participants were from B.C. schools, and more than half of the top 50 schools were in B.C. Furthermore, 47 of the 100 top-scoring students were from B.C., compared with only 14 in 1980.

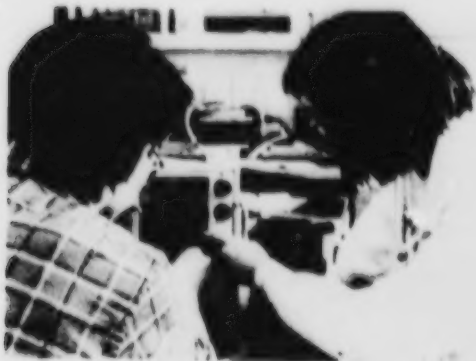
**British Columbia participants and awards
in national science fairs**



SOURCE: Science World, British Columbia. See Statistical Supplement p.6

Science Fairs

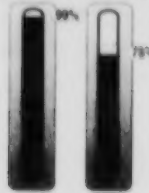
Participation in science fairs demonstrates an appreciation and understanding of science. Awards given to the top projects recognize creativity and student achievement in various scientific fields. In May 1990, science students from schools across the country travelled to Windsor, Ontario to participate in the National Science Fair. Students attending this event had previously displayed their science projects at school, district, and regional science fairs.



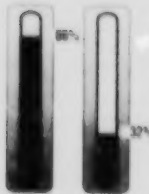
What Do Graduates Say?

As part of the 1990 Graduate Follow-up Survey, former students were asked to give their opinions on intellectual development and to rate their own experiences in B.C. schools.

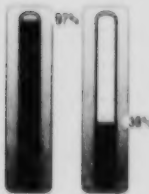
Importance Satisfaction



Graduates agreed almost unanimously (99 per cent) that schools should teach them "the basics" of reading, writing and mathematics. However, only 75 per cent of the graduates felt schools were doing a good job in this area.

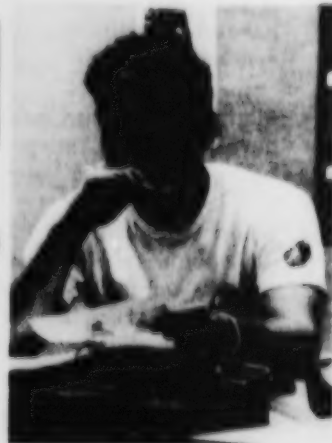


The value of lifelong learning was felt to be important by 86 per cent of the graduates, but only 32 per cent thought that schools were doing a good job at promoting this attitude.



Ninety-seven per cent of the graduates felt it was important for schools to encourage independent and creative thinking, but only 38 per cent felt that schools were doing well in this area.

Senior students have a wide variety of perceptions regarding the school system. For example, one student said, 'Everything I have learned in high school I have used at some time.' Another student commented that, 'I feel that I was taught many things that will never have any effect on how to get through life in the real world.'



How Are We Doing?

Students' Intellectual Strengths

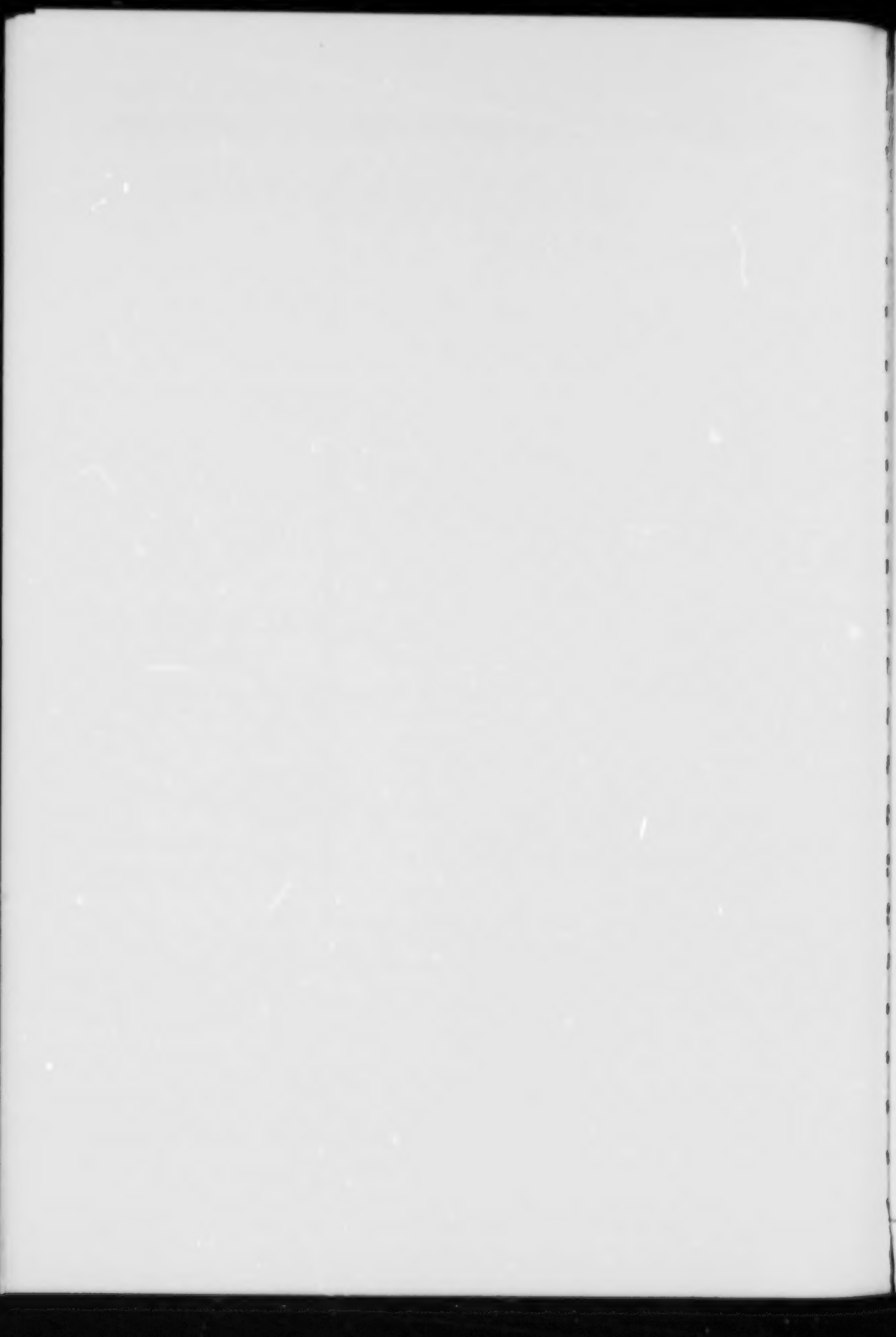
- The basic literacy and numeracy skills of 16 to 24-year-old British Columbians compare favourably with the rest of Canada. The longer students stay in school, the more likely they are to acquire these skills.
- Results on Provincial Learning Assessments and Grade 12 examinations show that a reasonable number of B.C. students are developing higher-order knowledge and skills.
- A number of B.C. students excel in problem solving and independent and creative thinking skills. Students demonstrate personal initiative and an appreciation of learning by their willingness to enter national and international competitions and write scholarship examinations.
- Provincial Learning Assessments demonstrate quite clearly that, over the last eight years, B.C. students at the intermediate level have increased their performance in both knowledge and skills.

Opportunities to Improve

- A significant number of young British Columbians do not have adequate literacy and numeracy skills to meet most everyday demands.
- Many graduates feel that schools did not help them develop creative, independent thinking and problem solving skills, or the value of lifelong learning.
- Student performance in some aspects of intellectual development is hard to discern with current assessment, analysis and reporting procedures. Information about what students can do should be sought out in some knowledge, skill or attitude areas not currently assessed.

Where Are We Going?

- A common curriculum (Primary to Graduation) is currently being developed. Four main strands of learning (humanities, sciences, fine arts and practical arts) will incorporate the basic skills of literacy, numeracy and communications.
- The Primary Program is a non-graded four year program in which students will be encouraged to work as effectively as they can to achieve the expected learning outcomes of the Primary Program and to achieve their individual potential. Most students will complete the program over one year of half days and three years of full days.
- Students at all three levels (Primary, Intermediate and Graduation) will be encouraged to develop critical and independent thinking skills.
- Programs will be more varied and 20 per cent of the courses will reflect local needs and priorities.
- Students will have more opportunities to qualify for a provincial scholarship. More students could qualify for a scholarship if they meet the established standards.
- Student assessments will be expanded to evaluate a wider range of competencies. Students will be encouraged to assess their own progress against clearly defined standards.



HUMAN AND SOCIAL DEVELOPMENT



To develop in students a sense of self-worth and personal initiative; to develop an appreciation of fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well being; to develop a sense of social responsibility, and a tolerance and respect for the ideas and beliefs of others.



The Year 2000

Enabling young people intellectually is of no value if they do not have character, health and social skills to put their knowledge to effective use. As one parent put it: "What good are all the degrees in the world if my child can't take care of himself or get along with other people?"

The new framework for learning sets out in clear terms the importance of a positive self-concept and self-motivation in students' development. It also emphasizes the need for students to have strong interpersonal skills and the ability to work co-operatively if they are to function productively and responsibly in their everyday lives.



Schools, parents and the community share the responsibility for providing a healthy and supportive environment that will encourage

young people to make decisions that will benefit both themselves and our society.

How Are Students Developing?

This section looks at some of the more important aspects of students' human and social development. These include physical health, personal development and social development.



Physical Health

One indicator of students' understanding of the benefits of a healthy lifestyle is their participation in physical fitness activities.

Other indicators come from student attitudes, knowledge and activities related to important health-related concerns such as AIDS and drug use.

A survey of 1989 graduates revealed that seventy-six per cent had taken part in school athletic teams or sports activities.

Canada Fitness Awards

Canada Fitness test results allow us to gauge the overall fitness level of young British Columbians. Student performance on a series of six tests is compared against national standards. Depending upon performance, excellent, gold, silver or bronze crests may be awarded.

In 1989/90, 18 per cent of 6 to 17-year-olds in B.C. participated in the program. Of these, 65 per cent received silver, gold or excellent crests. This compares with a national average of 59 per cent.

To maintain the challenging nature of the tests, the program has raised its standards to take into account the substantial improvement in fitness levels over the last ten years. For example, to achieve a gold crest or higher, a 17-year-old female student must run 2400 metres in under 13 minutes 31 seconds and do more than 20 non-stop push-ups. For a silver crest, the student is required to run this distance in just over 15 minutes and do 16 non-stop push-ups.

Percentage of participating students who were awarded silver crests and above in the Canada Fitness Award Program, Canada and the provinces, 1989/90

S T A T I S T I C S	British Columbia	65.4
	Alberta	56.5
	Saskatchewan	60.6
	Manitoba	52.7
	Ontario	55.9
	Quebec	62.0
	New Brunswick	55.5
	Nova Scotia	53.9
	Prince Edward Island	64.7
	Newfoundland	57.7
	CANADA	58.7

SOURCE: Fitness Canada. See Statistical Supplement p.9

Student Knowledge About AIDS

According to the Canada Youth and AIDS study conducted by Queen's University, "young people know more about AIDS than other sexually transmitted diseases, but their knowledge was particularly deficient in the area of protection against AIDS". However, B.C. students demonstrated more knowledge than their peers in other provinces. The difference was particularly significant for Grades 7 and 11.

A Canadian Youth Foundation study supported this finding. It found that only 21 per cent of young British Columbians have altered their sexual habits because of AIDS. However, it should be noted that 45 per cent of those surveyed were not sexually active.

Substance Abuse

More than 65 per cent of the 1989 graduates said drug abuse was a serious student problem. They were also aware of the social, physical and legal implications of substance use and abuse.

One example of this awareness is their attitude towards alcohol. Graduates felt there was less peer pressure to drink now than in the past. This can be seen in the growing popularity of 'dry' (no alcohol) graduation celebrations. In the early 1980s, only 30 per cent of students supported the idea of a dry function, compared with 60 per cent today. When asked why they would favour an alcohol-free event, many students said it was only fair to have an option available for non-drinkers.



In a way you do feel pressured to drink. In most social situations, like a party, there's going to be drinking for sure. If I put my foot down, I don't drink, but there's a lot of that going around. It's really accepted. And parents, I think, do shut one eye. I don't think they say, yes, I want my child to drink, but many of them think, well now that they're 17, they only have one more year anyway, they may as well drink."

"There's a lot more awareness of drinking and driving. I find it so funny that my friends who drink always have a designated driver. And I'm glad they do. Some of them would be dead right now if they didn't have one. But it occurs to me that drinking has become such a part of their lives that they even have a designated driver. That's something that adults do. I don't think it occurs to them any more that drinking is illegal."

Grade 12 student



Personal Development

Self-Worth

A recent Canada Youth Foundation survey found that young people are generally positive about their intelligence and abilities. The survey found that 59 per cent of young British Columbians said they were above average in competence, while 39 per cent rated themselves as average.

Nationally, more males than females in the 15 to 19-year-old category rated themselves above average in intelligence and competence. This may mean that females set higher standards for themselves or, on the other hand, that they feel they are not as good as others.

On both the 1977 and 1989 Social Studies Assessments, twelve-year-old students were asked what they felt would be the most important influence on them in the future: the opinions of others; control by the government; or their understanding of who they are. In 1977, 44 per cent said the most important influence would be their understanding of who they are. By 1989, the figure had risen to 61 per cent.

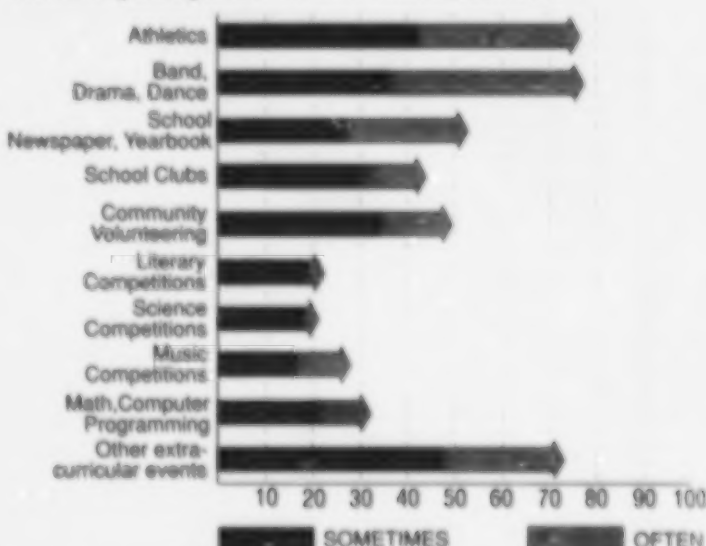
In a 1989 survey of 650 adults, 40 per cent said a sense of self-worth and self-confidence was the most important thing for young people to cultivate. They also rated personal initiative, tolerance, self-discipline, respect and the ability to co-operate with others as important.

Personal Initiative

The involvement of students in extra-curricular activities demonstrates personal initiative in the school setting. Activities in which B.C. students participate include school clubs, sports teams, theatre productions and band. As well, many students take part in academic challenges such as science fairs, music festivals, mathematics competitions and essay contests.

In a recent public survey, 82 per cent of respondents said it was very important for schools to encourage personal initiative and self-discipline. However, only 46 per cent were satisfied with the job schools are doing in this area.

Students' participation in extra-curricular activities



SOURCE: Information Management Branch. See Statistical Supplement p.9

Striving for Excellence

Advanced Placement examinations are available across Canada to Grade 11 and 12 students who are going on to university. Successful completion of these exams allows students to receive credit towards university courses. In some cases students have the option of entering a second-year university program directly from school.

A growing number of B.C. students are striving for excellence by writing Advanced Placement examinations. In 1990, almost 1600 B.C. students wrote approximately 2200 of these exams. This figure represented about 78 per cent of the Advanced Placement examinations written in Canada.

Social Responsibility

As students progress through school, they are encouraged to develop respect for the laws that govern us, an interest in our political system, knowledge of the issues that affect our quality of life, and an understanding of the rights and beliefs of others.

A good indicator of student growth in this area is the 1989 provincial Social Studies Assessment. It showed that 84 per cent of 15-year-old students were very willing to become involved in good citizenship activities like helping in the community, welcoming new classmates, and practising environmental responsibility.

In another study, researchers at Simon Fraser University found that students at the secondary level are less apt to participate in citizenship activities than elementary students. They found that older students are, in general, more likely to hold positive beliefs about rights and responsibilities than to translate those beliefs into action.

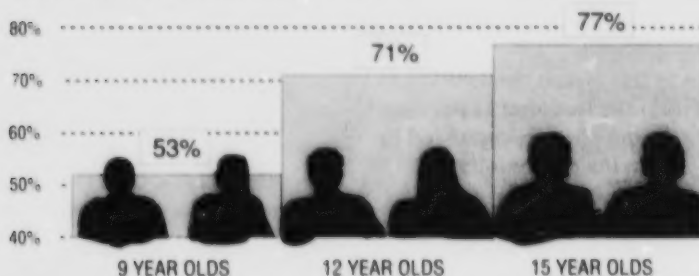
However, on the 1989 graduate survey, 85 per cent of graduates said they intend to vote as soon as they are eligible.

"We are special, but only in that as human beings we have a unique ability to think things through and come up with something better."

"I am enjoying all the fuss of graduation. So should we all. But if, after the celebrations of our rite of passage, we fail to become adults in this very basic way — if we fail to make life better and succeed only in making it worse — what good are we?"

1990 Valedictorian at a B.C. secondary school

Equal Rights, Social Studies Assessment, 1989



SOURCE: Assessment/Examinations/Reporting Branch. See Statistical Supplement p. 10

Human Rights

On the 1989 Social Studies Assessment, students were asked to decide whether seven different groups of people should have the same rights as others. These groups included immigrants, welfare recipients, ex-prisoners, people with handicaps, union members and lawyers. The results suggest that student attitudes to equal rights increase as students mature. For example, 53 per cent of nine year-olds thought that at least 5 of the 7 groups should have the same rights as others, compared with 77 per cent of fifteen year-olds.

Multiculturalism in Schools

The increasingly multicultural nature of Canadian society presents one of the greatest challenges facing school systems today. As immigration rates increase, our schools must find ways to assimilate students from other cultures, help them retain their cultural heritage and, at the same time, promote social harmony.

On the 1990 Follow-up Survey, more than 72 per cent of respondents said schools should promote cultural heritage, although 41 per cent said schools were not doing a good job in this area. Graduates felt schools should foster tolerance and respect for the beliefs of others by demonstrating that ethnic



According to a 1989 survey, two-thirds of British Columbians are satisfied with the job schools are doing in promoting social tolerance. However, only 53 per cent of those from a non-European background expressed satisfaction.

"Canadian customs are different from Laotian customs. There are many things here that I find strange and confusing. In Canada, men and women often walk hand in hand. Sometimes they even kiss in public. We don't do this in Laos. People also dress quite differently here. Very often I see women wearing shorts and sleeveless blouses. Laotian women are much too shy to dress this way.

Canadians move so quickly. Everyone is busy and in a hurry. People often speak in loud voices, even the women! In Laos life is slow and quiet. Maybe that is better; I don't know. Laotians usually don't move far from their families' homes at seventeen and eighteen years of age!

Canadians sometimes touch each other on the head. In Asia we would never do that. It would be rude. Sometimes I don't understand what is happening around me and I can't believe what I see. I think this is called 'culture shock'; I can't decide which culture is better. I hope things get less confusing. I know I must try to understand this new country."

Thirteen-year old student

lifestyles and values are important to Canada and by allowing members of minorities to practise their cultural beliefs.

However, the degree of cultural diversity varies from school to school. For example, results from the 1989/90 secondary accreditation program involving 36 schools revealed that the percentage of students who speak English as a second language at home ranged from zero to 78 per cent with an average of 11 per cent.

Staff members in schools with a high percentage of students who speak English as a second language at home were just as satisfied with the social and human development of their students as those in schools with few of these students. Other studies of schools with a large enrolment of students who speak English as a second language at home have shown that these schools not only cope well with the diversity, but use it to enhance student growth.

Multiculturalism in action

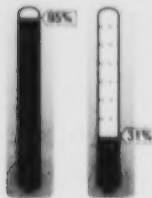
At home their primary language may be Urdu, Spanish, or Vietnamese. At one Vancouver secondary school, students come from such a multitude of cultural backgrounds that, altogether, they speak 44 languages. In some cases, their parents or guardians rely on translators to help them communicate with the school.

Students believe this diversity is very positive. In one survey, young people listed a "good multicultural atmosphere" as a major strength of their school.

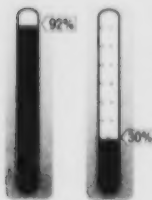
What Do Graduates Say?

As part of the 1990 Follow-up Survey, graduates were asked to evaluate how effective schools had been in promoting human and social development. Students were quite critical of the system.

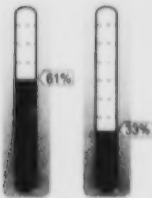
Importance Satisfaction



Ninety-five per cent of the more than 1,600 respondents felt that schools should encourage personal initiative. However, only 31 per cent felt that schools were successful at this task.



Ninety-two per cent of the graduates felt it was important for schools to teach them tolerance and respect for others. Only 30 per cent felt schools were effective in this area.



Graduates considered fine arts to be less important than other subject areas. Sixty-one per cent agreed with the statement: "It is important for schools to teach students to value fine arts", but only 33 per cent felt schools were accomplishing this goal.

The graduates' greatest concerns were social isolation and drug abuse. Nearly 50 per cent also suggested that racial discrimination was a serious student problem. When asked if schools do a good job of promoting racial tolerance, almost 62 per cent of the respondents either disagreed or were neutral.

A large majority of graduates said schools were quite successful in helping them develop positive knowledge, skills and attitudes about the environment, sexual diseases and substance abuse.

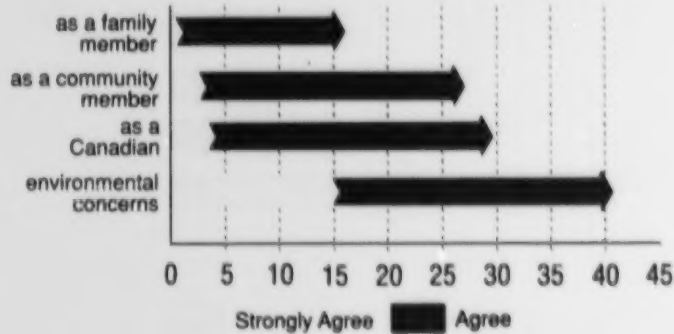
Graduates were less satisfied with the schools' ability to help them deal with issues like cancer, pollution, racism, economics and international co-operation. Although they felt strongly about environmental issues, students were less concerned about cancer and pollution as threats to their health than about alcohol, smoking and drug abuse.

Graduates didn't think schools were effective in helping them develop social responsibility. Only a third felt that their school had done a good job of encouraging them to understand their responsibilities as community members and as Canadians.

Graduates' rating of schools' effectiveness in developing social responsibility

Agreement with the following statement:

'Secondary school did a good job of teaching me to understand my responsibilities as a family member; as a community member; as a Canadian; to develop an awareness of global environmental concerns.'



SOURCE: Information Management Branch. See Statistical Supplement p.11

How Are We Doing?

Strengths of Human and Social Development

- Students are aware of and understand important social issues and are developing responsible attitudes towards the environment, substance abuse, civic duties and physical health.
- There is a high level of student participation in extra-curricular activities and the pursuit of excellence. A wide range of activities is available to students.
- School-community partnerships are successful in promoting school ethnic events, and 'dry' graduations.

Opportunities To Improve

- More effective community partnerships are needed to further promote multiculturalism, tolerance and respect for others.
- Many graduates believe fine arts are important, and that schools are not teaching students to value fine arts.
- Graduates feel schools are not effectively promoting human and social development, although there is evidence that suggests otherwise.

Where Are We Going?

- Schools will continue to provide Learning for Living programs that inform students about issues like sexually transmitted diseases, substance abuse and physical fitness.
- Learner profiles are being developed to help teachers clearly identify student progress in personal development and all areas of learning.
- Student evaluation procedures are being developed that will allow young people to demonstrate what they can do and where instruction should lead them in the future.
- The recognition of fine arts as one of four key curriculum areas (or strands) should allow students to develop a greater appreciation of this area.
- The Multicultural Education Advisory Committee and the Heritage Languages Advisory Committee are preparing draft policies for consideration by the Ministry, boards and schools. Schools, parents, and the community must work together to promote social harmony.
- Co-operative and non-graded learning will give younger students an opportunity to model their behaviour on that of older students.



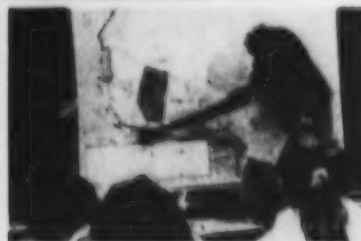
CAREER DEVELOPMENT



To prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace.

The Year 2000

Year 2000: *A Framework For Learning* points out that today's students, more than any previous generation, will need to be skilled, motivated and able to learn if they are to reach their career goals. In particular, students must learn how to learn. Preparing students for their working lives must begin in their early years at school by encouraging them to develop not only useful knowledge and skills, but also good work habits, self-direction and the confidence to set and pursue their goals.



As they approach graduation, all students should have the chance to explore career options and to gain first-hand knowledge of the working world through work experience programs, personal career development courses, and career counselling. School programs for senior students should also be flexible enough to allow students to choose the kind of preparation best suited to their abilities and interests.

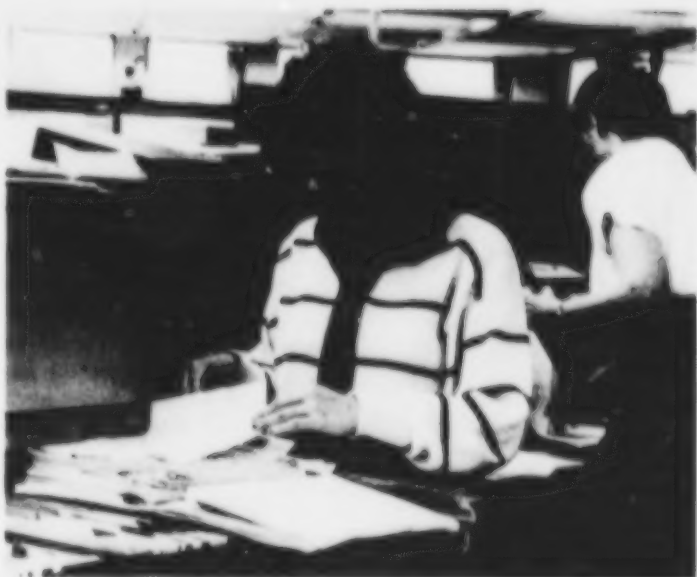
Preparing students for their future working lives is a responsibility that schools will continue to share with parents and the community.

How are Students Developing?

Acquiring Effective Work Habits and Work Skills

Over 800 B.C. employers were recently asked to give their opinions on how well secondary school students are prepared for the workplace. In choosing the survey participants, preference was given to those who actually hire students or recent graduates.

Employers were asked to agree or disagree with the statement: "Generally, the public schools in my area are doing a good job of preparing students for the job market". Forty-four per cent of the respondents agreed; almost 39 per cent disagreed.



The majority of employers felt that the quality of students had remained the same or had improved over time. However, 19 per cent felt that student quality had declined.

As part of the 1990 Follow-up Survey, respondents were asked how well schools had prepared them for the work force. Seventy-five per cent of the graduates said schools had been successful in

"Secondary school did not prepare me for 'real life'."

"I think schools should place more emphasis on employment and post-secondary education."

Two Grade 12 graduates

"Five years ago students seemed to have the attitude that the world owed them a living when they graduated. Today, students have a better attitude towards the work force and have a more realistic outlook on prospective jobs."

Employer comment

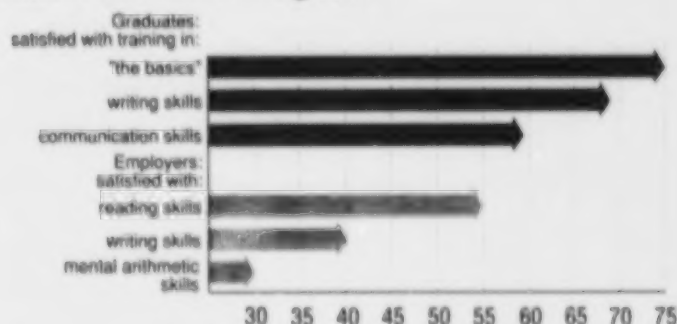
teaching them "the basics", (reading, writing and mathematics). Sixty-eight per cent said they were well prepared in writing skills, and 59 per cent felt they had developed good oral communication skills.

Employers were less satisfied with the literacy and numeracy skills of the graduates they hired. More than half were satisfied with the graduates' reading skills, 40 per cent were satisfied with writing skills, but only 30 per cent were satisfied with mental arithmetic skills.

Only a third of the employers felt high school graduates had good skills at organizing time and workloads. They also said students were weak at working under pressure. More than half of the graduates, on the other hand, said that schools had helped them learn to organize their workloads and 46 per cent felt that schools had helped them learn to manage time.

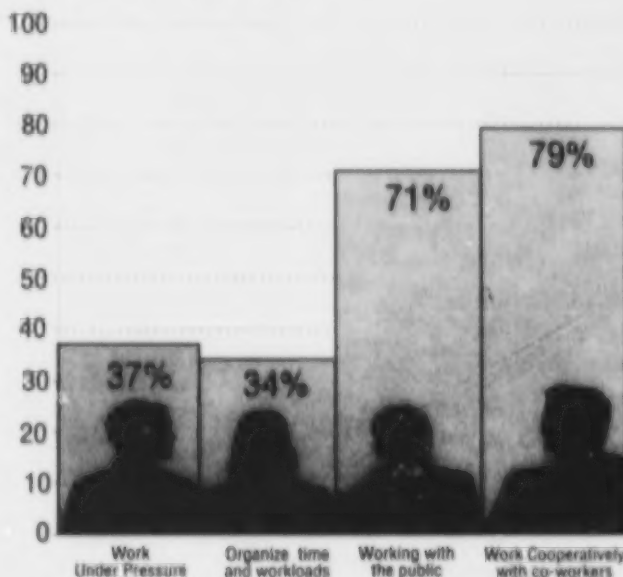
Employers were much more positive about the interpersonal skills of the young people they hired. Almost 79 per cent said the students got along well with their co-workers, and more than 70 per cent felt that the young people worked well with the public. Over 80 per cent of the students who responded to the graduate survey agreed. They said that by the time they graduated, they had learned to work cooperatively with others.

Attitudes of graduates and of employers towards basic skills training, 1990



SOURCE: Information Management Branch. See Statistical Supplement p.15 and p.16

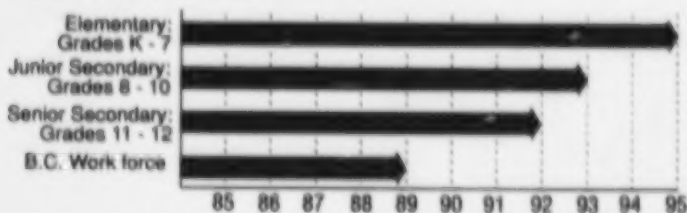
Employers' satisfaction with graduates' work skills, 1990



SOURCE: Information Management Branch. See Statistical Supplement p.15

Attendance

Average attendance percentages
in schools and the work force



SOURCE: Information Management Branch

School attendance may be taken as an indicator of how reliable students will be in the workplace. For instance, some employers interested in hiring students check attendance records before making their decisions.

Attendance rates tend to decrease as grade level increases. The average elementary school rate is about 95 per cent; the junior secondary rate is approximately 93 per cent; and the senior secondary rate is lowest at 92 per cent. These rates compare with an average attendance rate in the B.C. work force over the last ten years of 89 per cent.

"I never even thought of dropping out. You might want to call it instinct. I always wanted to be in school. Other kids may hate school, but you just go. The thought of dropping out never crossed my mind. It's sort of like having a job. If you want to stay with the job and go higher and higher and get better you don't just quit, you keep going with the job. You show up every morning and you work the 9-5 shift or whatever. School was from 8:30 to 3 and I really considered it similar to a job. School has helped me with commitment. If you want to go through school you have to be committed, so in the future if you want to keep a job you have to stick to it."

Graduate comment



Setting Career Goals

As students reach the end of secondary school, they face a number of decisions. Should they continue on to post-secondary studies or immediately enter the job market? What courses should they study in university, or what jobs should they pursue? What high school courses are required for these different career paths?

In a January 1990 survey, British Columbians were asked to rate how important it is for the school system to ensure that students make appropriate vocational or educational choices. Almost three-quarters of the respondents rated this as very important. However, about half were satisfied with the guidance that students receive.



Teacher Perceptions of Career Preparation

As part of the 1989/90 school accreditation process, teachers were asked how well their students were doing in developing their personal potential and their abilities to reach career goals. The responses indicated that teachers were generally satisfied, but that they felt the time they spent helping students with career development was less effective than the time they spent helping students reach intellectual or human and social development goals.



Career Development Programs

Counselling Programs

All secondary schools offer career counselling to their students. In many schools, part of this counselling is provided through computer programs that help students identify the career or training options that best suit their aptitudes and interests. These programs, based on Employment and Immigration Canada data, are updated annually and are available in nearly all B.C. school districts.



Passport to Apprenticeship

The Passport to Apprenticeship program provides a bridge between school and career. The program serves eligible students who want to become apprentices as well as employers who want to train young people. The program was piloted in nine schools in 1989, and is now offered in all schools with Career Preparation Programs. Thirty-six per cent of students who took part in the pilot program obtained apprenticeships in industry, and 14 per cent secured full-time jobs in other capacities.

Career Preparation Programs

These are locally designed programs based on the opportunities available for work experience. Each program has an advisory committee of community representatives including employers and employees and involves at least 100 hours of work experience in the community. In 1989/90, 48 school districts offered a total of 441 Career Preparation Programs.

What Students Do After Graduation

Information on the post-secondary activities of students comes from the Follow-up Survey and from a study of how many graduates have entered post-secondary institutions directly after high school. Both sources show a slight increase in the percentage of graduates who began post-secondary education last year.

Students Who Do Not Continue

One year after graduating, 73 per cent of those who did not begin post-secondary studies were employed full-time, 13 per cent were employed part-time, and 14 per cent had family responsibilities and/or were not part of the work force. Eighty-five per cent of those graduates who one year later had not enrolled in a post secondary institution, planned to do so in the future.

Activities of 1989 graduates who have not undertaken post-secondary studies, one year after graduation



SOURCE: Follow-up Survey

Students Who Further Their Education

The study of graduates in post-secondary studies indicates that since 1986 a higher proportion of Grade 12 graduates has been eligible for university programs and more have enrolled in university, college or career/technical programs immediately following graduation. In 1989, almost 40 per cent of Grade 12 graduates enrolled in one of these post-secondary programs immediately after graduating. This figure does not include students who attended Adult Basic Education programs, vocational training, college preparatory programs, English language training or out-of-province institutions.

The Influence of Education on Earnings

The relationship between education and income is well-documented. Generally speaking, more education means a higher income and a greater likelihood of employment.

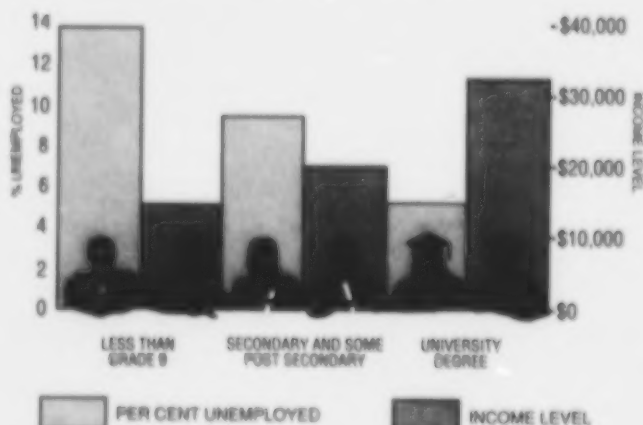
In 1988, the average income for British Columbians with less than Grade 9 education was \$15,390, and 14 per cent of this group were unemployed. The average income for British Columbians with secondary and some post-secondary education was \$20,175, with 9 per cent unemployed. For British Columbians with a university degree, the average income was \$31,727, and 5 per cent were out of work.

Training beyond the secondary level pays off in other ways as well.

Research shows that job satisfaction is higher among those with post-secondary education.

The demand for specific job skills is increasing. A recent study conducted for the Ministry of Advanced Education, Training and Technology asked representatives of a number of high-technology and advanced industries to identify which jobs they had difficulty filling. The occupations identified included engineers, scientists, technicians and computer specialists. They also said it was hard to find skilled tradespeople, including machinists, welders, mechanics, electricians, and machine operators.

The economic payoff for successive levels of educational attainment



SOURCE: Statistics Canada

A recent public survey asked British Columbians how important it is for students to be able to adapt to change in the workplace. Sixty-five per cent of respondents felt it was very important, and fifty-eight per cent were satisfied that schools were doing a good job in preparing students for change.

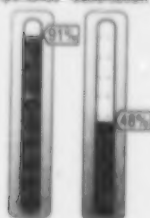
"School has really shown me the ability I have to be a 'people' person. Academically, I've taken a lot of different courses. I've taken an organization management course which is basically how to start and organize a small business and how to manage it. Over the last two years I've been given a history of business, business math, what business is today, and the future outlook and goals of business."

1990 Graduate

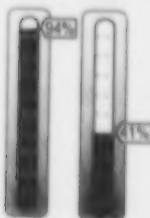
What Do Graduates Say?

Generally, graduates were critical of the role the school system plays in helping them to develop career skills and make appropriate career choices.

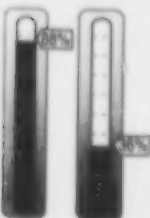
Importance Satisfaction



Ninety-one per cent of graduates surveyed agreed that schools should help them make informed decisions about employment and further education. Forty-eight per cent thought schools were doing a good job in this area while over 26 per cent disagreed.



Ninety-four per cent felt that schools should help students develop effective work habits, but only 41 per cent felt schools had done a good job in this area.



Almost 88 per cent thought schools should help students develop marketable skills. However, only 36 per cent agreed that schools did a good job of this, and only 29 per cent felt they had the necessary skills to function in the workplace.

How Are We Doing?

Strengths of Career Development

- More students are continuing on to post-secondary education. Many of those who did not begin post-secondary studies within a year of graduating plan to in the future.
- Graduates and employers agree that students possess good interpersonal skills and co-operate well with others.
- The majority of employers surveyed felt that the quality of students had either remained stable or improved over time.
- Business is interested in the quality of our graduates and is willing to work with the education system to prepare graduates for the business world.
- School attendance is at a high level and appears to be stable over time.

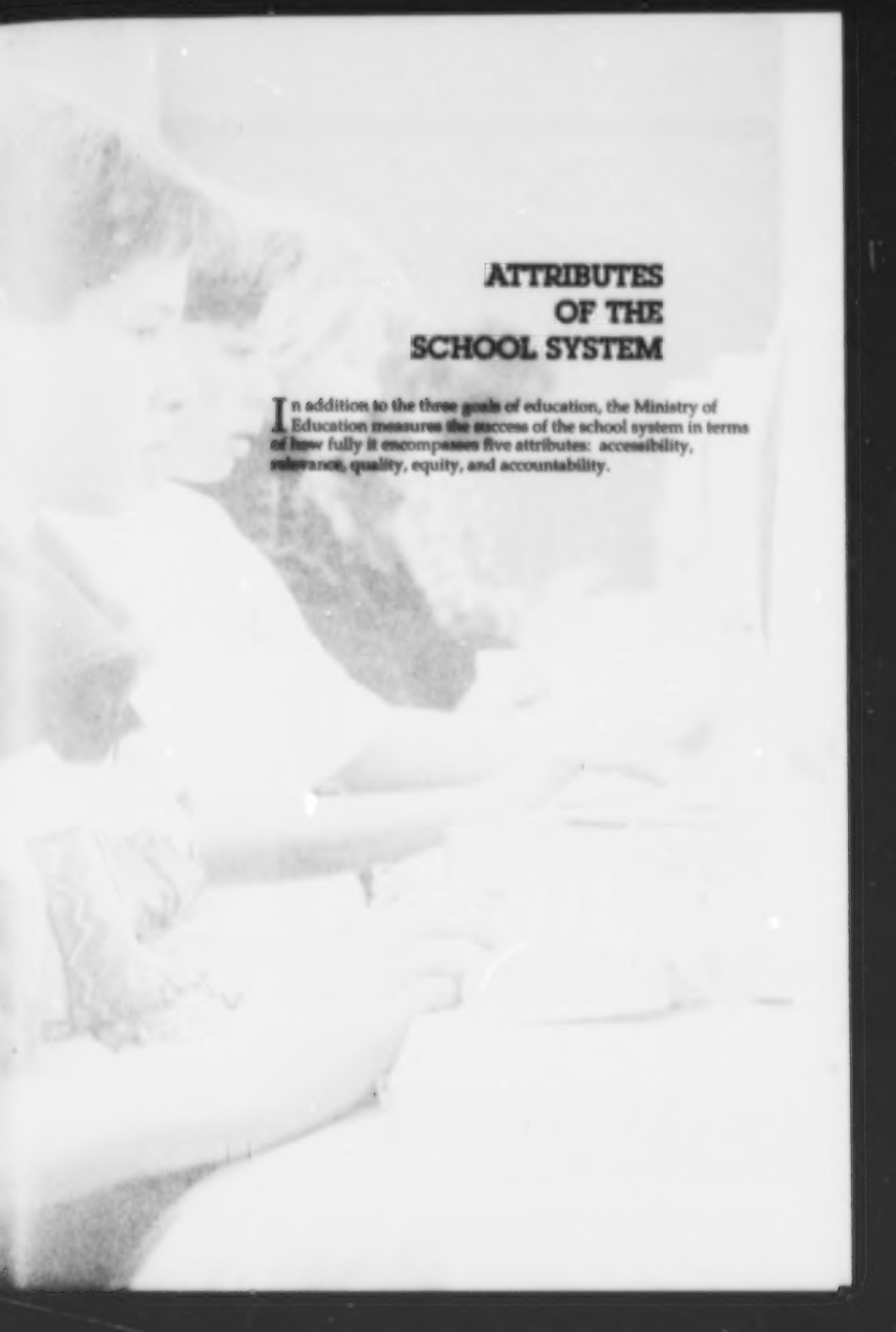
Opportunities to Improve

- Graduates say schools did not adequately help them make decisions about employment and further education, or to develop marketable job skills.
- There are no data to determine if Career Preparation Programs are effective in placing graduates in careers.
- Employers and graduates agree that students could be better prepared in managing time, workloads and stress.

Where Are We Going?

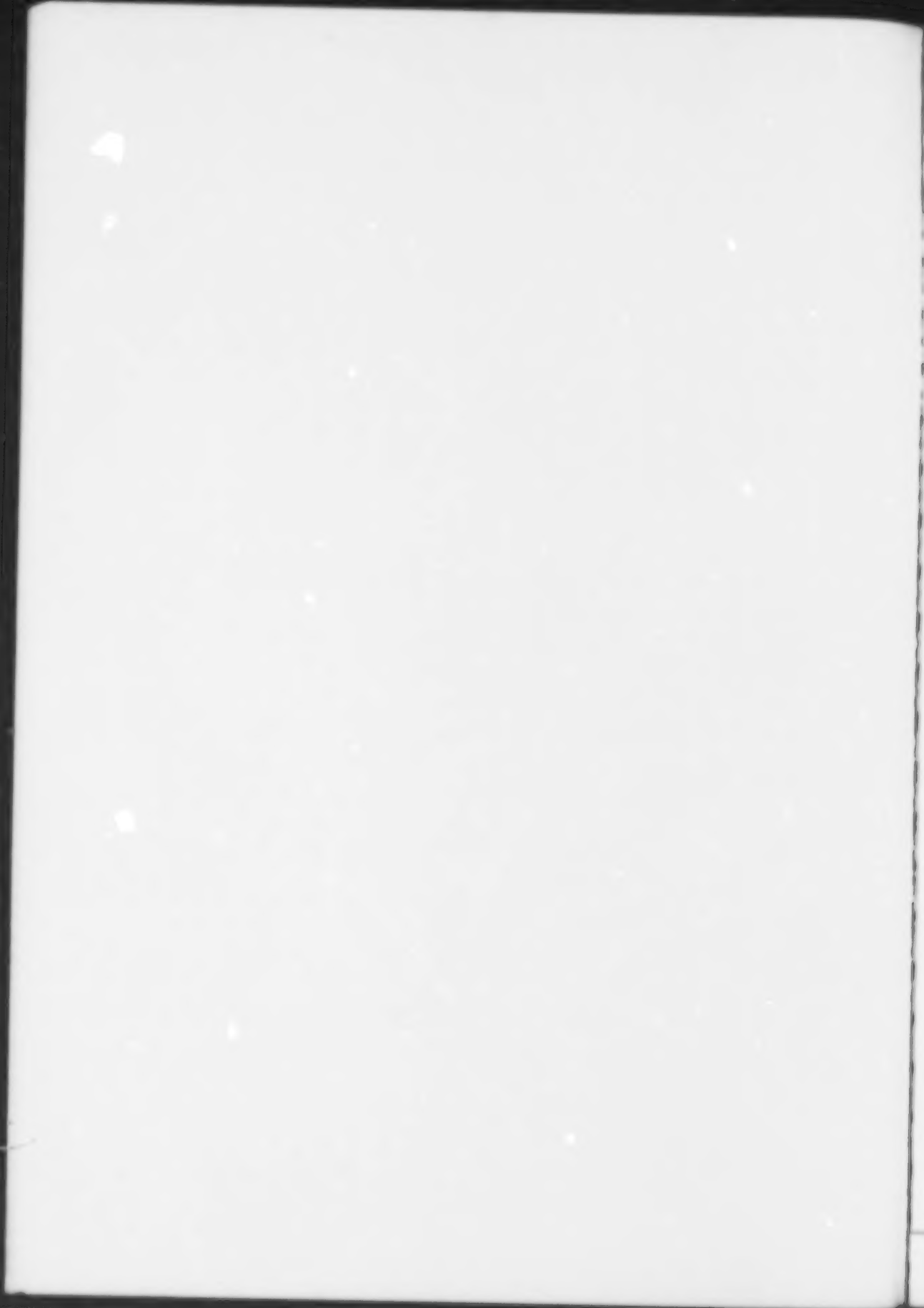
- Career development is emphasized in the Primary, Intermediate, and Graduation Programs. These programs reinforce the connection between the learning activity and related careers, and they also provide students with learning experiences which create positive attitudes toward work, an understanding of the working world, and an examination of traditional and non-traditional career choices.
- One of the proposals of the new Graduation Program is that all students participate in some work experience. Discussion of these experiences in school is expected to give students a much better understanding of the demands and expectations of the workplace.
- Partnerships are being used to bridge the gaps among schools, communities, and the workplace. While partnerships have a role in all parts of education, they are particularly valuable in the area of Career Development. The Ministry is currently developing guidelines for the development and use of partnerships at the school and community level.
- School boards now have the authority to develop Career Preparation Programs that are relevant to local needs.
- The Primary and Intermediate Programs encourage students to start career planning long before high school, and to continue this throughout life.
- Under the proposed Graduation Program, students will have an opportunity to plan their personal career, and learn about the opportunities and requirements associated with a variety of careers.





ATTRIBUTES OF THE SCHOOL SYSTEM

In addition to the three goals of education, the Ministry of Education measures the success of the school system in terms of how fully it encompasses five attributes: accessibility, relevance, quality, equity, and accountability.



ACCESSIBILITY



A variety of programs is available in the Province to meet the full range of student needs.

The Year 2000

The task of enabling learners to be the best they can be begins with ensuring that they have access to the benefits of schooling. This means that no matter where they live, and regardless of their religious beliefs, ethnic status, gender, or physical or mental challenges, students are able to take programs that lead to graduation. The concept of accessibility also extends to providing options for those who want alternatives to the public school system.



Access to Programs Leading to Graduation

The B.C. school system provides learners with several means of access to education: public schools, independent schools, and home schooling. Students utilizing any of these methods may also employ a distance or correspondence learning approach. Not only is access granted, but until a student reaches 16 years of age participation is compulsory according to the *School Act*.

Public Schools

Approximately 93 per cent of B.C. students are enrolled in the Province's 1,589 public schools. The remaining seven per cent receive their schooling through independent schools or home schooling. The size and diversity of schools vary widely, from small one-room schools with fewer than ten students, to large urban schools with well over 1,000 pupils.

Dual Entry

Dual entry allows children to begin school when they are ready. Previously, students entered Kindergarten in September only, and eligible students could be almost a year apart in developmental growth. Now, children can enter the first year of the Primary Program in either September or January.

A survey of 750 parents, teachers, principals, and district administrators in the 33 school districts offering dual entry in 1989/90 showed that 96 per cent of parents felt that this option was beneficial to children. Over 70 per cent of teachers and just under 90 per cent of principals surveyed also felt that dual entry had a positive impact on students.

Positive response by parents, teachers and principals to the effect of dual entry on students



SOURCE: Educational Innovation Division

Independent Schools



Thirty-seven thousand students are enrolled in 267 independent schools in British Columbia. Almost 60 per cent of these schools offer some special needs programs. Six funded independent schools are dedicated exclusively to learners with special needs.

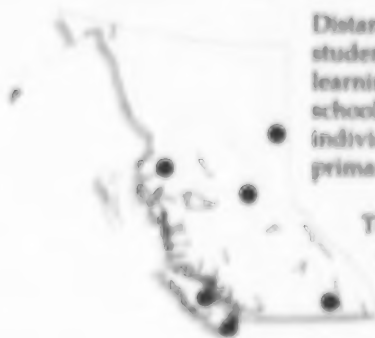
The majority of independent schools is denominational. Fifty per cent are Catholic and the remainder are either Protestant, Jewish, Sikh, Muslim, Seventh Day Adventist, or other religious affiliation. Fifteen per cent of schools are non-denominational, with similarities to the British private school model. There are also Waldorf, Montessori, foreign student, and native independent schools.

Classification, evaluation, and funding of independent schools are covered under the *Independent School Act*. The Act covers all independent schools, including those which do not apply to the Ministry of Education for funding. Under this Act, no independent school may operate in British Columbia unless it holds a

certificate of Group Classification from the Province. The Act also sets basic requirements for all independent school authorities and requires them to provide, upon request, basic statistical information to the Province.

Independent schools must meet local and regional by-laws and regulations. They cannot promote racism, religious intolerance, or anti-social activity.

Distance and Correspondence Learning



Distance learning is available to students who prefer this style of learning, or who do not have access to a school. Instruction is provided through individualized learning packages, from primary level to graduation.

To make distance learning more accessible, the Ministry has increased the number of regional correspondence schools from four to six in the past year.

In the last few years, the use of video technology and computer software has provided alternative approaches in secondary distance learning courses. At the intermediate level, work was recently started on the Homework Video Library. In addition, the Kid's Network, an interactive computer network program developed by the National Geographic Society, was piloted in a number of small elementary schools.



Home Schooling

The School Act gives parents the right to educate their children at home. However, children receiving their schooling at home must be registered with a public school, an independent school, a regional correspondence school, or with the Ministry if no regional correspondence school provides services to that district. The Ministry provides a number of services to assist with home schooling, including evaluation and assessment services, and the loan of resource materials.

Access for Those in Special Circumstances

Remoteness from School

The Ministry and school districts fund a variety of transportation services for the more than 100,000 students who require assistance getting to and from school. Services include buses, boats, ferries, taxis and specific vehicles for special needs students.

The Ministry also funds housing in districts in which students must live away from home to attend school. Currently, 32 districts receive some form of funding for this service.



Both large urban schools and small rural schools have their advantages and disadvantages. For example, one graduate commented: "Coming from a small community, I feel I was deprived of many courses offered in the larger cities and towns." Other graduates from large towns stated that their education lacked the personal contact that teachers in smaller schools could give, and that help with problems was not as readily accessible.

Grade 12 graduate

Learners with Special Needs



The school system tries, wherever possible, to provide students with access to education in a regular classroom. As a result, learners with special needs who were taught in special schools are being integrated into mainstream classrooms.

The needs of learners who are handicapped vary widely. So do initiatives to meet those needs. For example, in the last year, the Ministry :

- *published guidelines for designing playgrounds which are accessible to all students. Requests for copies have been received from across Canada;*
- *provided special funds to the Langley School District to provide intensive speech services to a deaf student who underwent a cochlear implant. This student is one of 15 children to benefit from this surgery to date. Results have been positive and the student has progressed in speech reading, speech discrimination and language; and*
- *supported 351 students through the Provincial Resource Centre for the Visually Impaired. These students were given braille and/or taped copies of curriculum materials and other specialized equipment (for example, optacons and brailers). The Centre also supported 750 print-handicapped students by producing 2,490 taped textbooks.*

Most school districts offer individualized education programs for students with behaviour disorders. These programs are implemented jointly by a teacher and a child care worker, who usually work with a team of supportive educators. In 1989/90, 4,000 students received this service.

Just a few years ago there were three alternate schools for Campbell River students with behaviour disorders and physical and mental handicaps. Today, all 100 students from these schools have been integrated into regular classrooms.

Each secondary school is responsible for providing special needs students with an appropriate education program, including regular classroom learning but also involving other school resources like the Development Centre or the Learning Assistance Teacher.

"When you put a number of behaviourally disordered people together, there is no modelling," says the Assistant Superintendent of Special Education. "All kids should have the opportunity to be in a regular environment to see what is acceptable and what is not."

"At my son's school we were invited to evaluation day. I have to say how deeply impressed I was with the process. You have to understand that prior to his time in this school, he spent most of his time in the hall. He is eight and he could read only the simplest books and barely write three sentences. His behaviour was very difficult to handle.

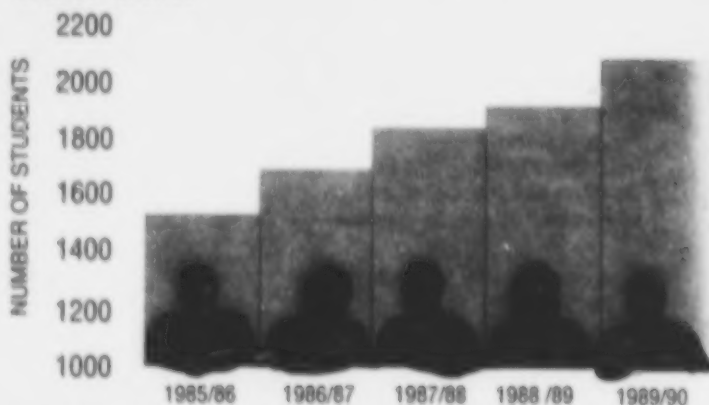
On evaluation day I was led through a booklet he had prepared showing his understanding. I was amazed by the number of reflections he had made on his learning. The final page showed a map of activities the family could do to help the environment. I don't need anything more to tell me how my child is doing. It is all right here and he showed me himself. He said, 'Do you really think I'm this good now, Mommy?' His beaming smile showed me a confidence you cannot measure."

Parent of a special needs learner

Francophone Learners

The Programme Cadre de Français offers instruction in French to students whose mother tongue is French. Over the last five years, program enrolment has jumped substantially. The majority of students enrolled in the program are primary students.

Enrolment in Programme Cadre de Français,
1985/86 - 1989/90



SOURCE: Information Management Branch. See Statistical Supplement p.24

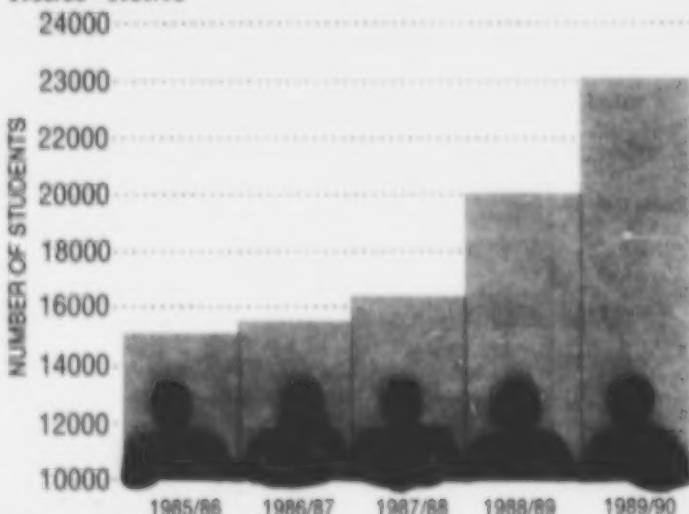


Access for Non-English Speaking Learners

Students who speak little or no English may receive instruction in English as a Second Language (ESL). In 1989/90, about 3,000 new students were enrolled in ESL programs. Although these students bring the richness and diversity of other cultures, they face formidable challenges in adjusting to a new way of life. One of these challenges is learning English.

Another way by which access for non-English speaking learners can be improved is through programs that promote cultural understanding, so that other B.C. students are more knowledgeable about the values these students bring to school. One program dedicated to this goal is the Pacific Rim Educational Initiatives. The Ministry, in partnership with schools and districts, assists students and teachers to travel to specific Asian locations, and has developed curriculum materials and language programs to help B.C. students better understand Asian culture. Also, the program selects overseas students to study in B.C. classrooms; their presence gives our students valuable exposure to other cultures and ideas. One result is that enrolment in Japanese and Mandarin courses has consistently doubled each year since 1988.

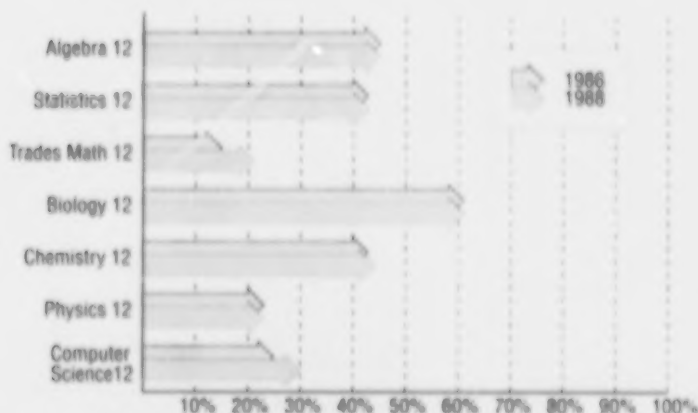
Headcount enrolment in E.S.L. courses,
1985/86 - 1989/90



SOURCE: Information Management Branch. See Statistical Supplement p.24



Percentage of students who are female in selected B.C. high school courses, 1986/87 and 1988/89



SOURCE: *Gender Distribution in the British Columbia Education System: A Status Report*, Peet Marwick Stevenson & Kellogg. See also Statistical Supplement p.25



traditional careers - those that require math and science backgrounds and which typically increase the earning power of women.

Gender

Although there are roughly equal numbers of boys and girls in the school system, enrolment patterns in specific subjects do not always reflect this. Once girls reach secondary school, they show less interest than boys in computer studies, all sciences except biology, and all mathematics except consumer math. In Grade 12 Geometry, for instance, females make up 35 per cent of enrolments, while in Grade 12 Physics, 23 per cent of the student population is female. However, in 1989/90, more females (73 per cent) than males (67 per cent) graduated from B.C. public schools.

Female participation in certain courses may be influenced by gender imbalances in the teaching staff. Females represent 34 per cent of secondary school staff and are a small minority in mathematics, science, social studies and computer education. In elementary and secondary schools, females represent almost 64 per cent of teachers and 21 per cent of administrators.

In 1989/90 the school system worked on initiatives to address gender imbalances. Materials are being developed and distributed to support and encourage girls in non-

Adult Learners

Adult education, generally, is the responsibility of the Ministry of Advanced Education. However, adults may access the public school system to complete graduation requirements. In 1989/90, more than 3,000 adults were enrolled in various courses leading to graduation.

The General Educational Development Program (GED) is a North American alternative for mature students who have not completed secondary school. Each year more than 3,000 British Columbians write GED tests. In 1990, 72 per cent received secondary school equivalency.

What Do People Say?

As part of the recent Follow-up Survey, graduates were asked several questions regarding minority groups and access.

- Fifty-six per cent of the respondents, regardless of whether or not they were minority group members, agreed that there was a variety of programs available to meet the learning needs of all students.
- On the same survey, 58 per cent of distance learning students said that course material was easy to understand, and over 45 per cent felt that the instructors were helpful. However, close to 42 per cent of the graduates also said they would not advise a friend to take distance learning.
- Twenty-seven per cent of female graduates agreed with the statement: "Many students in the B.C. secondary school system face serious problems related to sexual discrimination". Thirty-nine per cent disagreed. Fourteen per cent of males agreed, while 49 per cent disagreed.

How Are We Doing?

Strengths

- Programs required for graduation are accessible to everyone.
- Individualized learning packages, as well as videos and computer software, are expanding the range of electives in small schools.
- The number of special needs learners provided with access to a regular classroom is increasing.
- Access for students in geographically remote regions is expanded through distance learning, home schooling, transportation and housing services.

Where Are We Going?

- The Ministry is changing the support mechanisms for English as a Second Language programs. Plans are being developed to help districts with the provision of suitable resource materials and increased classroom space for ESL programs. The new Primary, Intermediate and Graduation documents either have, or will have in place, references to the needs and nature of ESL students.
- Monetary support for Pacific Rim Programs will be continued, and school districts are encouraged to provide access to programs in Asian languages.
- A task force is currently working to recommend the most appropriate arrangement for the delivery of education in French to francophone students who live in B.C.
- Starting in 1990/91, dual entry will be mandatory in all schools. This will ensure that more children have easier access to the education system when they are developmentally ready.
- A district special education review process is being developed to help districts evaluate the effectiveness of programs provided to learners with special needs.

RELEVANCE

Programs are current, and relevant to the needs of the learner.

The Year 2000

Education programs should be seen by students as interesting, useful and relevant both to their lives outside school and to their future. It is also important that students have the chance to acquire the kind of knowledge and skills that are relevant to the economic realities of our society.

A perceived lack of relevance in the curriculum is a particular problem at the secondary level. Unless students find their learning experiences stimulating and meaningful they are likely to consider dropping out of school. A related problem is the number of senior students who stay in school but who are unmotivated and uninterested in what they are learning. One solution to this problem is for the education system to develop quality alternatives that will encourage all students to become active learners, while at the same time challenging them to meet the requirements for graduation.



Relevance and School Completion

Studies show that over 30 per cent of Canadian students who enter Grade 9 do not graduate from Grade 12. Among those who drop out are students who are socially or economically disadvantaged, as well as many bright, capable students.

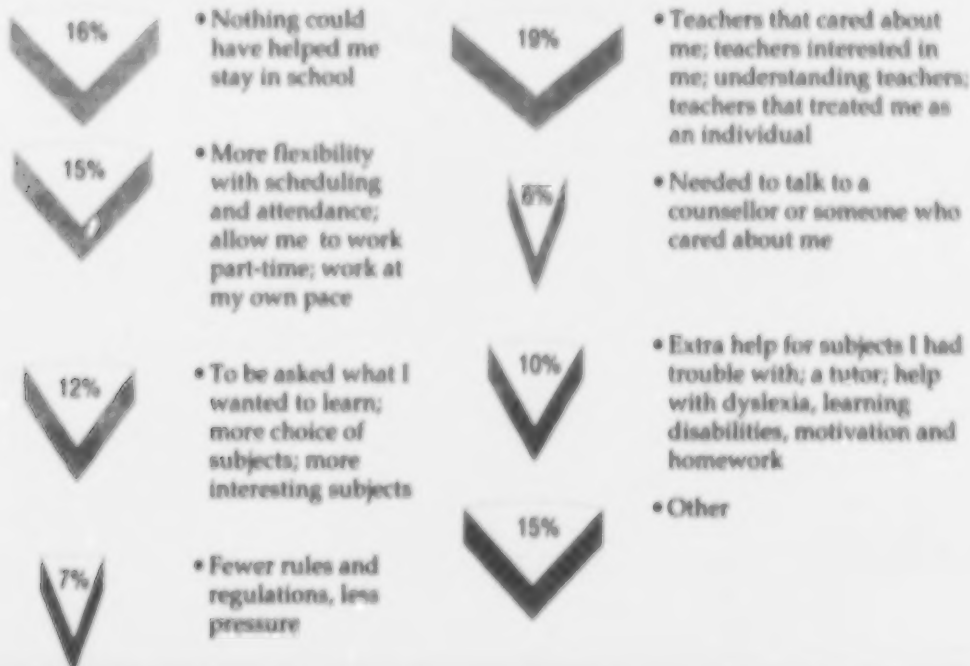
One recent Canadian study identified six factors that can influence students to leave school early:

- Family environment
- Personal traits
- Education plans
- Student performance
- Teacher-student relationships
- Lack of motivation for attending school

Of these factors, student performance and motivation, education plans, and teacher-student relationships can be influenced in order to improve school completion rates.

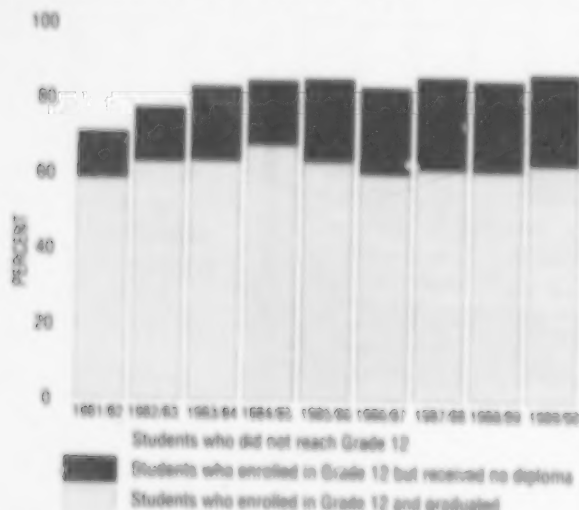
In a recent study done in one B.C. school district student dropouts answered the following question: You decided to drop out of school. What would have had to have been different at school in order for you to have decided to remain in school instead of dropping out?

The responses were as follows:



What is B.C.'s School Completion Rate?

B.C.'s School Completion Rate, 1981/82 - 1989/90



SOURCE: Program Evaluation and Research Branch. See Statistical Supplement p.39

The answer to the question "What is B.C.'s school completion rate?" is best illustrated by a description of what happened to 100 students entering Grade 8 in 1985 and hoping to graduate in June, 1990 (see graph). Sixty-three of these students did in fact meet all graduation requirements, and received their diplomas. Fully another 24 students actually entered Grade 12 in September, 1989, but either did not receive credit for enough courses to graduate, withdrew during the year, or were not taking a course of studies that would in fact allow them to meet graduation requirements. Knowing the breakdown within this group is impossible, as each

individual's circumstance is not captured by current statistical methods. The remaining 13 students did not even reach Grade 12, having left the school system for other competing interests prior to September of 1989.

As shown in the graph the proportion of Grade 8 students graduating within five years shows a fluctuating trend. The rate was lowest in 1981/82 at 58 per cent, peaked at 68 per cent in 1984/85, and dropped to 63 per cent in 1989/90. Yet over the same ten year period the number of students leaving school before Grade 12 has steadily decreased. In other words, the number of students staying in school has increased, but there has been no corresponding increase in the number of students graduating from high school.

The fluctuation in graduation rates is due to a number of factors. One possibility is that economic conditions in the Province affect completion rates. Students are less likely to remain in school when there is greater opportunity in the labour force; this might be a contributing factor to the high graduation rate in 1984/85, as the Province had just gone through an economic recession. A factor that likely drove graduation rates down in subsequent years was the introduction of more stringent academic standards for Grade 12 completion in the 1986/87 school year, which made it more difficult for students to graduate.

Of equal concern is the fact that B.C.'s graduation rate has been below the national average for over a decade. This difference cannot be explained solely by economic conditions. For this reason the Province and many school districts in B.C. are making an effort to understand why students leave school early and have made a commitment to keeping students in school longer.

Leaving school at one point does not mean a permanent break with learning. Some students leave and return later to complete graduation requirements. The percentage of B.C. students who return to school after dropping out is not presently known.

Making Learning More Relevant: Keeping Students in School

In 1989/90, educators from the Ministry, school districts and schools worked together to develop new program documents. A goal of this collaboration was to improve the relevance of programs. A final draft of the Primary Program document and first drafts of both the Intermediate and Graduation Program documents were distributed to schools and districts last year.



In 1989/90, two B.C. school districts - Cowichan and Victoria - implemented the Decisions Program. Grade 8 students were asked to answer a series of questions designed to identify those at risk of dropping out. Once the high risk students were identified, teachers implemented specific measures to make school more relevant to these young people. In the two districts using the program, fewer students withdrew from school. Victoria has now expanded the program to include all junior and senior high schools. A third district - Abbotsford - conducted an extensive study of its own dropout problem last year.

Year 2000: A Framework For Learning points out that one solution to the "disturbingly high" dropout rate in B.C. is to provide relevant alternative programs for those at risk of withdrawing from school. The Kamloops School District has developed several alternative secondary programs with the result that the district graduation rate has, for several years, exceeded the provincial average graduation rate.

The alternatives available in the Kamloops district include a secondary program for students who find regular classroom learning outside their reach; three storefront schools for students who have dropped out of regular schools; and a home, operated with community co-operation, where teenage mothers can continue their studies.



Gifted Learners

Dropouts include talented students who are bored with their learning experiences. To help meet the needs of these students, the Ministry funds special programs to challenge them.

In 1980, 13,000 gifted students participated in specialized programs ranging from in-class enrichment to Advanced Placement (AP) and International Baccalaureate (IB) programs. The Advanced Placement program is described in the Human and Social Development section. The International Baccalaureate, which is offered in 13 B.C. school districts, is an internationally recognized high school program which may give students advanced placement in some universities.

First Nations Learners

Statistics show that native learners find school much less relevant than do other learners. For example, between 1984 and 1988 only 40 to 60 per cent of First Nations students who entered Grade 12 graduated the following June. These figures were between 10 and 40 per cent below provincial rates for the same period.



In an effort to make school more relevant to native learners, a number of First Nations language and culture programs were established last year, as well as full-day entry level primary programs for native learners. Scholarships were also made available to promising First Nations students.

At the school district level, a growing number of school boards have established Native Education Advisory Committees, and several districts have entered into local education agreements with nearby bands.



Five First Nations students from British Columbia won scholarships to attend the Rural Alaska Honors Institute (RAHI) in Fairbanks in 1990. The Institute accepts academically promising Grade 11 First Nations students and provides them with an introduction to university life and a support system to ensure a smooth transition from high school.

Under an agreement reached in July 1990, the Nechako School District will provide education programs to members of the Tl'azt'en Nations. The district and members of the Tl'azt'en Nations are working together to provide quality education programs in previously federally-run schools.

The agreement is expected to have wide-ranging benefits. It is believed that more Tl'azt'en students will complete high school graduation requirements and will be able to do so while participating in both Canadian and Tl'azt'en culture. Native bands will have more direct involvement in decisions affecting the education of their children and will have access to the experience of educators in the public school system.

What Do People Say?

- On the Follow-up Survey, 40 per cent of respondents said that courses offered in secondary schools were relevant. Twenty-five per cent said they were not.
- In a 1989 study of 1,800 Grade 9 and 12 students conducted by the B.C. School Trustees' Association, many students said teachers were too serious and school was dull and filled with repetitive tasks. Students felt teaching should be more "creative" and that subjects should "pertain to life now". Many students said school would be more interesting if there were a wider variety of activities and courses, more clubs, dances, and noon-hour activities.

How Are We Doing?

Strengths

- Since 1977, the percentage of students remaining in school until Grade 12 has increased from 73 per cent to 87 per cent.
- A number of innovative programs have been developed at the provincial, district and school levels to make school more relevant to all learners.

Opportunities to Improve

- The percentage of students not graduating, our best indicator of relevance, is too large. This figure must be reduced.
- A larger percentage of native learners and gifted learners can be encouraged to stay in school until graduation.
- If learning experiences were delivered with more of a focus on the learner, students would likely find them more relevant.
- Adults in the system can make a greater effort to relate to and appreciate the needs of the students.

Where Are We Going?

- The school system has committed itself to improving the school completion rate for students as a whole and for students in special circumstances.
- The Primary, Intermediate, and Graduation programs are being redesigned in order to encourage continuous progress, thematic presentation of knowledge, skills and attitudes, and self-directed learning.
- Schools and districts have greater freedom to adjust courses and programs to reflect community context and needs (20 per cent of courses may be locally developed).
- Teachers are being encouraged to use evaluation practices based on expected criteria of performance, and involving the student and the parent as partners.
- Schools and communities are encouraged to develop partnership learning activities so that learning related to the goals of human and social, and career development, can be made more relevant to learners.



QUALITY



Professional teaching and administration are of high quality.

The Year 2000

Year 2000: A Framework for Learning describes standards for instruction and administration as they are envisaged for our future education system.



The new framework identifies a number of research-based principles of how children learn. From these it proposes that effective instruction should:

- recognize the various ways and different rates at which people learn;
- require the active participation of the learner;
- recognize that learning is both an individual and a social process.

Year 2000: A Framework For Learning associates quality administration with both leadership and management. This approach to administration is meant to

create an environment in which effective instruction can flourish.

Besides these principles of instruction and administration, professional educators are guided by standards of performance which they have helped to develop. In addition, educators, and community members in collaboration with the Ministry of Education, set standards and evaluate the quality of professionalism in British Columbia schools through the school accreditation process. Each of these three sets of standards can be considered in judging the quality of teaching and administration.

Research Standards

Focus On the Learner

Quality instruction should focus on the learner as much as possible. The 1988/89 Annual Report identified this as an area needing improvement.

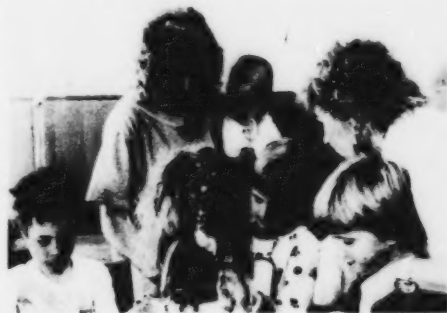
As part of the 1990 Mathematics Assessment, Grade 10 students were asked whether "the teacher works with individual students" or whether "the teacher lectures and we take notes from the blackboard or overhead projector". Over half of the students said that their teachers worked with individuals often, and about two-thirds said their teachers used group lectures often. The two responses suggest there is still room for improvement in focusing on the learner in courses such as secondary mathematics.

The new Primary Program encourages the development of learner-focused activities. The cornerstone of the program is to focus on the learner by allowing children to progress at their own speed.

Among the innovative methods developed by teachers to increase the learner focus of their instruction is multi-age grouping, described below:

"Our multi-aged classes enrol groups of children aged 5 to 7 years (Kindergarten, Grades 1 and 2) or 6 to 8 years (Grade 1, 2, 3). In most cases, the children remain with the same teacher for two to three years. Our organizational plan allows for the child to maintain a natural and steady progression throughout these initial years."

"We believe the purpose of this type of organization is to recognize and appreciate the uniqueness of each child and to accommodate the individual differences in social,



physical, and intellectual development. Our classroom environment is planned to allow each child to progress at his or her own rate. Throughout the three years there is a natural flow in the mastery of skills, as the children within this broader age range learn from sharing experiences, from exploration and from active participation in discovery. The multi-aged class allows each child the opportunity to attain the personal attributes of self-direction, responsibility, independence and creativity."

Active Learning

In an active learning environment students learn from direct experiences. In mathematics, for instance, using concrete materials like coins or dice, employing calculators and computers, exploring related activities and problems from everyday life are all strategies that enhance active learning.

On the 1990 Mathematics Assessment, only 7 per cent of Grade 10 students said they use computers in mathematics regularly or sometimes, and only about 4 per cent indicated they use concrete materials like dice or coins often. However, 71 per cent said they use calculators almost always or often in their math classes.

Co-operative Learning



Learning is both an individual and a social process. In co-operative learning students work in small groups and use discussion, students teaching students, and group responsibility to enhance their learning.

On the 1990 Mathematics Assessment, Grade 10 students were asked how often they worked in small groups in their math classes. Nineteen per cent indicated they did this often, and an additional 18 per cent said

they sometimes worked in groups. Even though this indicates a limited amount of co-operative learning in Grade 10 math classes, this method has only begun to gain popular acceptance within the last few years.

During 1989/90, 23 school districts offered workshops and courses to provide teachers with instructional techniques and classroom management strategies associated with co-operative learning.

Administrative Leadership

Research indicates that effective administrators devote much of their time to leading an organization as well as managing it. Activities associated with leadership are planning, creating a professional educational climate, and managing change effectively.

The Ministry of Education has produced several documents that are indicative of effective leadership. These include the development of a clear mandate statement for education in British Columbia, a plan for education change (*Working Plan 2*), and a strategy to achieve that change (*Year 2000: A Framework For Learning*).

There is also evidence of effective leadership at the district and school levels. During the 1989/90 school year, a number of the 75 districts involved staff, parents and community members in a long-range planning process. Seventy-six schools also used the Ministry accreditation process to design improvement plans last year.

Research Study: The Role of Senior Administrators in Implementing the New Primary Program

A 1990 study looked at the introduction of the Primary Program in 12 schools (in three districts) in order to gain a better understanding of the school administrator's role in carrying out education change.

The study found that administrators encouraged successful implementation of the new Primary Program by:

- providing staff development opportunities;
- providing external support to help staff deal with problems they will encounter;
- devoting teacher time and resources to the program;
- engaging teachers in collaborative decision-making and planning; and
- keeping staff informed through staff meetings and individual discussions.

The study also found that administrators could build on existing school-level practices by:

- devising strategies that would ensure better collaboration among all partners in the Primary Program: staff, parents, and community members; and
- ensuring that the Primary Program changes are supported by school and district operations (e.g., budget allocations, timetabling).

Professional Standards

Educators are guided by three types of professional expectations. The first relates to training and competence. These standards are established by the College of Teachers, which outlines standards of certification and conduct. All educators in B.C. public schools and most educators in B.C. independent schools belong to this organization.

The second is the expectation that educators will commit themselves to ongoing upgrading of their knowledge and expertise. This process, known as professional development, is sponsored by school boards and a variety of professional organizations; however participation is, for the most part, voluntary. Therefore, the extent to which educators become involved in these activities is in itself a measure of quality.



Finally, the Ministry of Education, in consultation with educators, has established the school accreditation process. This process allows a school staff (with outside help) to judge their own performance according to professional standards and to judge the administrative effectiveness of their school.

"By the end of Grade 10 I said 'O.K., if you are going to be an astronomer you're going to have to like physics and you're going to have to take physics.' In Grade 11 I went into physics and I loved it. I loved it! I really think it has to do with the teacher. I had an excellent teacher. One of the best. That made the biggest difference. He made it interesting and fun."

Grade 12 graduate

B.C. College of Teachers' Standards

The College of Teachers is responsible for setting the academic and professional qualifications for the issuing of teaching certificates (including most vice-principals, principals, district administrators, and teachers) in British Columbia. It also investigates allegations of professional misconduct or unethical behaviour and, if necessary, disciplines members.

During the year ending March 31, 1990, three members had their teaching certificates and College memberships suspended, and six members had their certificates and memberships terminated. Considering that membership in the College is 39,539, those few incidents indicate a very high standard of conduct by educators.

During 1989/90, the College of Teachers began a review of the teacher education programs at the University of British Columbia, Simon Fraser University and the University of Victoria. The review will examine the implications of changes arising from *Year 2000: A Framework For Learning*. The College is also working on a report dealing with member competence, which will be included in the College's next annual report.



Professional Development Efforts

Each year the Ministry of Education organizes summer institutes and workshops to help prepare teachers for new curriculum or other changes to B.C.'s education system. Many of these programs are co-sponsored by B.C. universities or school districts and, where possible, are held regionally. During the summer of 1989, more than 4,000 teachers and administrators took part in

summer institutes and workshops held in a variety of locations throughout B.C. In addition, virtually every teacher participated in professional development activities at the school and district level, including Ministry sponsored regional and conference meetings.

A major component of the B.C. Teachers' Federation professional development efforts are the Professional Specialist Associations (P.S.A.s). The BCTF has 28 distinct groups in British Columbia. These associations are dedicated to keeping teachers up to date on recent research in their particular teaching area. Approximately one-third of all members of the BCTF belong to one or more P.S.A.s.

International and inter-provincial educator exchange programs provide another professional development avenue for teachers. A recent study examined the experiences of 213 educators who had participated in the 1988/89 Pacific Rim Teacher Study Program. A large majority of participants felt they had been successful at communicating knowledge gained from the experience to their students, but only 49 per cent were satisfied with their opportunities to share their experiences with fellow teachers. Several felt that school districts could have done more to promote follow-up activities.

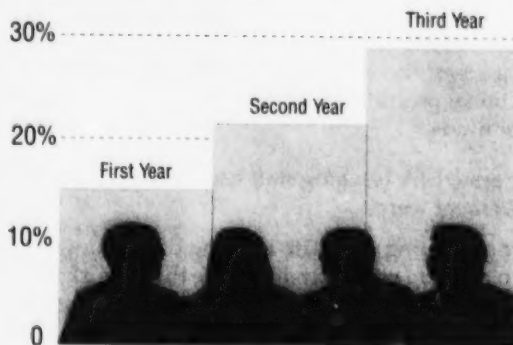
A Mentor Teacher Program for First Year Teachers

The first year of teaching is often the most difficult in a teacher's career. One study found that about 16 per cent of teachers leave the profession after their first year, another 7 per cent after their second year, and a further 6 per cent after their third year, all partly as a result of a poor first-year experience.

Mission School District has begun an innovative and effective program to improve the experiences of new teachers. The Mentor Teacher Program, the first district-wide program of its kind in B.C., pairs an experienced teacher with each first year teacher. The experienced teacher provides counselling and assistance to help the beginning teacher cope with the initial challenges of the classroom.

Initial results show that the program has proven highly beneficial for the beginning teachers and ultimately for the students they serve. In March 1990 the Mentor Teacher Program was named an "Exemplary Program" for teacher improvement by the Executive of the B.C. Teachers' Federation.

Average cumulative percentage of new teachers leaving the teaching profession during the first three years



SOURCE: Information Management Branch

Accreditation Standards

The accreditation process involves two teams of educators - one from within the school and one from outside - that analyze and observe student performance to determine the effectiveness of the school in meeting student needs. Opinions of students and parents are also taken into consideration. The result is a series of school action plans designed to maintain and improve instructional and administrative services to students.

Instructional Quality

A sample of 1989/90 school accreditations found that teaching staff :

- were competent, highly qualified and dedicated;
- were friendly and open with students;
- exhibited good morale;
- were committed to the teaching profession.

One strength appearing in the 1989/90 analysis but not found in the previous year's accreditation reports was the fact that teachers were aware of the differences in students' learning styles and designed instructional practices to meet student needs.

Two areas where teaching staff had developed plans for improvement were:

- in providing adequate learning opportunities for students to develop critical and creative thinking skills; and
- in developing school-wide plans for professional development.



Administrative Quality

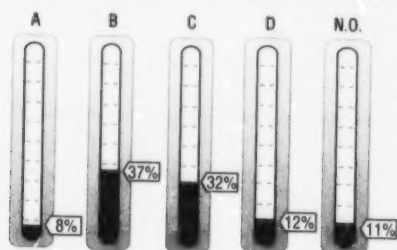
The 1989/90 school accreditation reports found school administrators to be effective in:

- ensuring an excellent level of communication within schools (identified as a weakness in the previous year);
- recognizing the need for long-term staff development plans;
- using resources efficiently;
- addressing shortcomings identified in the accreditation process.

Administrators had developed plans to maintain the above and to work towards improvements in:

- consulting with parents, students and teachers in planning;
- communicating among the school, parents, the school district, and the community;
- long-range planning for professional development;
- developing a school-wide philosophy and focus.

What Do People Say?



- In a recent Canada-wide public survey on education, the effectiveness of the Province's teaching staff was given an "A" by eight per cent of British Columbians polled, a "B" by 37 per cent, and a "C" by 32 per cent. Twelve per cent gave teachers a "D" or "Fail", and 11 per cent had no opinion.
- On the 1989 Follow-up Survey, 41 per cent of respondents agreed with the statement "Teachers are doing a good job". Forty per cent were neutral and 16 per cent of the graduates disagreed.

How Are We Doing?

Strengths

- The quality of instruction is high according to standards established in the accreditation process.
- Educators demonstrate a desire to participate in professional development activities that will help them teach critical and creative thinking, and co-operative learning.
- Administrators have strong interpersonal and organizational skills, and support staff in terms of resources and planning.

Opportunities to Improve

- Staff development strategies must be better implemented at the school level.
- There is a need for improved understanding and development of learner-focused instruction in secondary schools.
- More long range planning is needed at the school and district level to improve the implementation of changes in the system.
- The Ministry should continue to seek out and clarify its "enabling" role in support of districts and schools.

Where Are We Going?

- The Ministry, school districts and schools will continue to encourage educators to participate in professional development activities in support of the new Primary, Intermediate and Graduation Programs. The Ministry will assist local leaders to offer summer institutes in topics related to these programs, such as learner-focused instruction, active learning, and co-operative learning.
- During the 1990/91 school year, the B.C. College of Teachers is conducting an analysis of teacher competence. The College is also preparing a brief to outline changes in teacher training needed in order to prepare teachers for the future.
- The accreditation process for schools will continue to be used to help schools design plans for the future based on the needs of their students.
- School district administrators are encouraged to develop long-range plans for implementing education changes, based on well-documented needs of students, and endorsed and supported by members of the district community.



EQUITY



*R*esources are allocated fairly

The Year 2000

Deciding whether equity exists or not basically means determining whether each individual student, regardless of circumstance, is given an equal opportunity to receive an education and its benefits. For instance, students who are handicapped need extra care and resources to fulfill their potential. Similarly, costs for providing the same educational opportunities may be higher in one part of the Province than another.



Is The Provincial Resource Allocation Equitable?

In examining equity of resource allocation, it is important to look at two kinds of resources: operating funds, allocated through the fiscal framework; and funds for new buildings and renovation of old buildings. Evidence about each of these allocation procedures will be provided so that readers can make their own decision about equity in the Province.

Creating Equity

The fiscal framework determines the amount of operating funds each school board receives from the provincial government. It is the cornerstone of the present funding distribution system.

The fiscal framework is seen by many in the education community to be a source of equity. For example, the Sullivan Royal Commission in 1988 recommended that the fiscal framework continue to be used to set relative funding levels for boards.

How does the fiscal framework work? Through a series of complex distribution formulas, school boards receive funds to support basic educational needs and recognize unique circumstances. In 1989/90, the equity provisions of the distribution system resulted in variations in fiscal framework funding levels from a district low of \$3,614 per student, to a district high of \$9,397 per student. These variations reflected the different costs involved in providing equality of opportunity for all B.C. students.

In general, instructional service levels are consistent across boards, with some recognition for higher costs associated with unique needs. The highest per student costs can generally be explained by the transportation and operating costs associated with dispersed schools and by the fixed overhead requirements of boards with low enrolment. Differences in age enrolment, numbers of special education pupils, and average teacher salaries are also important in explaining differences in cost among boards.

With respect to funds required for new buildings or renovations, fairness is achieved by a priority ranking of projects depending on need. High priority projects are those "necessary to maintain the educational programs". Two illustrations of projects that would qualify as high priority are: (1) new school buildings in which 1993 enrolments are expected to exceed present school capacity by 50 students or more; and (2) renovation projects required to correct safety concerns. Low priority would be applied to projects that include running tracks, tennis courts or lunch rooms and kitchens. In addition, equality of opportunity is achieved through adaptations of school buildings to allow students with physical handicaps to access learning activities.

Maintaining Equity

What prevents the fiscal framework from becoming out-of-date by not responding to new emerging needs, and how are capital needs identified?

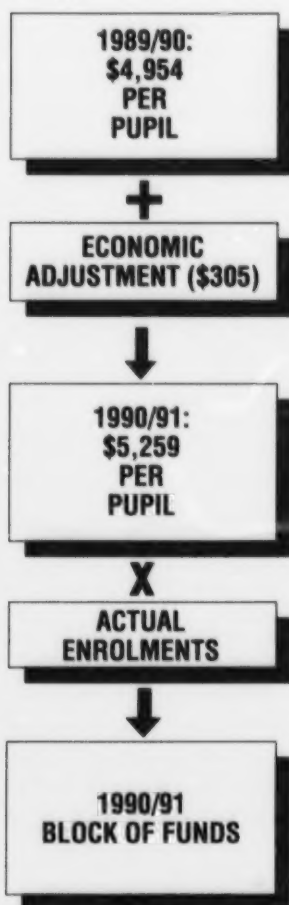
Two committees have been set up to monitor the fairness of resource allocation. The External Financial Management System (FMS) Review Committee is made up of four school district Secretary-Treasurers and four school district Superintendents. They review concerns raised by parents, teachers, school board trustees and administrators, and make recommendations to the Minister of Education to achieve the greatest level of equity possible with the available resources.

The Internal FMS Review Committee, which is made up of representatives from Ministry branches affected by funding issues, also makes recommendations to the Minister.

Through this process, service levels, cost factors, salaries, and allocation procedures are adjusted on a regular basis to improve equity.

In 1989/90, for example, an adjustment was made to the Fiscal Framework for 1990/91 to support elementary school counselling throughout the province. Prior to 1990/91 boards who provided elementary counselling funded the activity by reallocating funds or by raising additional funds from local property taxes.

Capital fund needs are reviewed each year according to the priority list and funds available; school boards have the opportunity to have their circumstances reviewed where there is a difference of opinion on priority.



Block Funding

The Fiscal Framework is a process for distributing operating funds to school boards. It divides up whatever funds the government allots to education, but does not determine how much that is. Block funding, introduced in the 1989/90 school year, was the government's way of bringing stability and predictability to the allocation of funds to education.

Block funding does this by providing a block of funds that is adjusted annually to reflect economic indicators, changes in enrolments, and changes in the mandate of the education system. The funds will then be distributed to school boards according to relative needs, using the Fiscal Framework as the primary distribution mechanism. If school boards wish to raise money over and above the amount provided to them by the block, they must gain approval from local taxpayers through a referendum, or they may seek local revenues.

Block funding has been used for the first time in determining district funding for the 1990/91 school year. The amount of the overall block was \$2.66 billion, or a provincial average of \$5,259 for each student enrolled in September, 1990.

The block approach also allows each board to retain surpluses from year to year, thus encouraging long range planning and rewarding fiscal efficiency in the school district.

In 1990, nine school boards held a referendum to ask local taxpayers to support education spending over and above monies provided through the block of funds. Two school boards were given approval by district voters to raise taxes.

Block funds are not the only source of revenue for school boards. In 1990/91 there will be additional amounts provided for debt servicing, and revenues from local sources partly as a result of referenda. These are expected to total about \$535 per student, on top of the \$5,259 block amount.

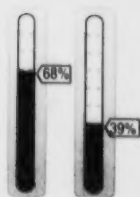
Did School Boards and Schools Allocate Their Resources Fairly?

To ensure equity of distribution within districts (i.e., to provide equality of opportunity at the district level) most boards use centralized staffing and operating fund formulas based on student enrolment. These formulas allocate funds to schools based on subject enrolment and program need. Others have developed school-based budgeting systems whereby each school is given a lump sum of money and the discretion to make decisions at the school level, both with respect to staffing and operating support.

Most school boards hold public meetings to explain budget needs for the coming year. Attendance at these meetings is usually sparse.

At the school level, 10 of the 36 schools which were involved in the accreditation process in 1989/90 reported on equity. Reports from the majority of the external accreditation teams suggest that funding is fairly distributed within schools, but that there is widespread need for greater understanding and involvement of school staff in both budget development and resource allocation procedures.

What Do People Say?



Sixty-eight percent of those who responded to a recent public survey said that they wanted to learn more about public education in B.C. Thirty-nine percent of those people said more than anything else, they wanted information on funding.

The actual availability of information appears to contradict the above perception. There is a large amount of information available at the provincial level for those community members who would like to learn more about provincial funding (see Appendix 3); possibly the problem is that people do not know how to obtain these publications.

How Are We Doing?

Strengths

- At the provincial level, resource allocation procedures (both capital and operating) recognize the unique needs of boards and students. Funding allocations attempt to equalize learning opportunities for all students.
- The FMS Review Committees (external and internal) ensure resource allocation procedures respond adequately to emerging needs.
- Block funding should provide boards with budget stability and the opportunity to plan for the future.

Opportunities to improve

- New and different methods of information dissemination (such as school board and Ministry annual reports) on resource allocation and public school funding should be developed.

Where Are We Going?

- The Ministry is committed to enabling learners to develop their individual potential. This requires the Ministry and school boards to plan carefully to ensure the wise use of resources to enhance services to students.
- The introduction of block funding shows that the Province is moving to provide the stability needed for education funding. This benefits all students by allowing for better planning of programs which may take several years to put in place. It also ensures accountability to district taxpayers through a referendum if a school board wants to spend more than it is given.
- The Fiscal Framework will be retained. It is used by the Ministry to ensure that grants are distributed fairly to districts. Continued participation by stakeholders on review committees will ensure adjustments to maintain equity.

ACCOUNTABILITY

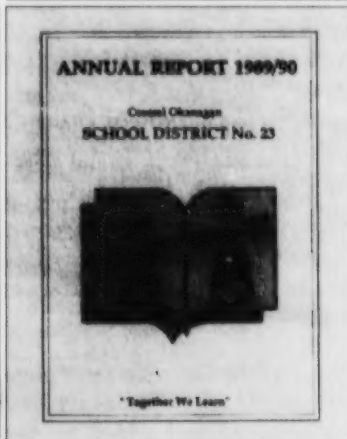
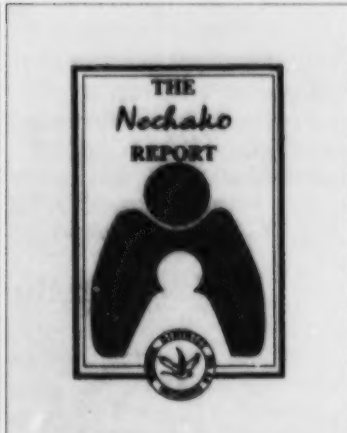
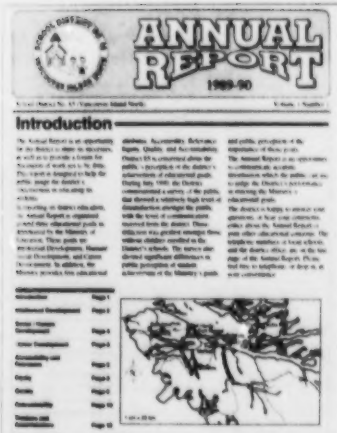


Resources are allocated in a cost-effective manner; parents and the community are informed of the progress of schools and are involved in planning.

The Year 2000

As well as teaching students, the school system must answer or be accountable to the community as a whole.

Accountability can be determined by examining how well the system fulfills three of its responsibilities. First, are all concerned members of the community consulted about the educational process? Second, is information on students, schools, school districts, and the system itself reported in an understandable way to the general public? Finally, are the resources available to the school system being used economically and effectively?



Consultation

School Level Consultation

To determine student, parent, and community satisfaction, secondary schools are encouraged to conduct opinion surveys as part of the accreditation process. Of the 33 schools accredited in 1989/90, 22 surveyed parents, 18 surveyed the community, 15 surveyed students, and three surveyed former students.

Half of the schools found a high level of community support. At the same time they found a need for improved communications. Sixteen schools recommended building better communications with parents, 12 cited a need for improved communications with staff, and 11 said there could be an improvement in their communication with students.

Ninety-four per cent of schools accredited had a Parent Advisory Group. These groups allow parents to take an active role in school affairs and offer a vital channel of communication within the community. While Parent Advisory Groups have existed for a number of years, the *School Act* now acknowledges the important role they play in schools.

"Personally, I'm having a ball. You get the satisfaction of knowing what role education plays in your child's life. You meet so many other people. And you are informed. When you are informed you can help your child more and you know how the education system will fit your child. All the studies show that the more involved a parent is, the better the child does. Not just academically, but socially and emotionally too. The whole child comes out of the system a better person. They're not going it alone."

Parent involved in several Parent Advisory Groups

School District Level Consultation

School District Referenda

Recent changes to the *School Act* give taxpayers an opportunity to decide for themselves whether some types of education programs will be available in their school district. When school boards want to raise revenues beyond the level of funding provided by the Ministry of Education, they now must hold a local referendum. By explaining how the revenues will be used, and by giving taxpayers an opportunity to vote for or against the tax, school boards are accountable to the public.

School Boards

Locally elected school boards reflect community education needs and standards, and are an important source of community involvement. School board elections ensure that the board is held accountable for the quality of education programs offered in the district, as well as for discretionary spending.

Parents and students now have the legal right to appeal decisions of school board employees to the school board, where the decision affects the education, safety, or health of a student.

Ministry Level Consultation

The Ministry is committed to a consultative approach to educational change. In developing *Year 2000: A Framework For Learners* for instance, a draft document was released for public response. Over 2,600 replies were received from parents, teachers, administrators, academics, and the public, resulting in a substantial rewriting of the document.

The community was also invited to respond to a draft of the Primary Program. As a result of public feedback, substantial alterations were made, resulting in the Primary Program Foundation document and a Resource document. Similar processes were introduced in 1989/90 for the Intermediate and Graduation Programs.

The Ministry also obtains information from the community through opinion surveys. In 1989/90, for example, the Ministry surveyed graduates, employers, and the public. Results from these surveys are presented throughout this Annual Report.

"Kids and schools are doing a pretty good job. Maybe more emphasis could be put on preparing kids for what they will be doing in the future. This type of survey is very good to get input from the business community."

Comment on 1989 employer survey

Education Advisory Council (EAC)

The Education Advisory Council (EAC) performs an important role in advising the Minister on overall policies of the education system. Established under the *School Act*, the EAC replaces the Education Policy Advisory Committee, which was formed to advise the government on implementing the recommendations of the Sullivan Royal Commission.

EAC members are drawn from 23 community groups representing parents, native people, academics, businesses, unions, students, seniors, educators and others. The council advises the Minister on matters of curriculum, assessment, teaching and finance in order to help the Ministry of Education meet the educational needs of the entire community.

"I used to be a bit of a cynic, but not so much anymore. The EAC is the best initiative I've seen and I've worked with three ministries. In terms of its focus, the organization structure, and the feedback mechanisms, it is impressive. Education is much too important to leave to the professionals involved, and the EAC involves so many others. It is a living legacy of the Sullivan Royal Commission and makes the system responsive."

Member of EAC

Reporting

Student Progress

Students and parents receive regular reports of student progress. New ways of communicating this information are now being developed and used. For example, the *School Act* now requires that student performance be examined by looking at intellectual development, human and social development, and career development.



A reinforcement of current practice is the anecdotal method of reporting on student progress used in the Primary Program. This avoids the traditional method of assigning letter grades by comparing the performance of one student to another, and instead relies on comments and examples of individual student progress. A recent poll revealed that parents overwhelmingly preferred anecdotal comments to letter grades.

School Districts and Schools

Education Week is held each spring in British Columbia to highlight the importance of education and to recognize the dedication of those involved in educating young people. It also gives people outside the school system a chance to see what students actually do in school. Education Week activities include media events, newsletters, and displays in shopping malls and schools, all developed and managed at the district level.

Under the new *School Act*, school board annual reports are now compulsory. The purpose of these reports is to examine the effectiveness of education programs in the district and to report the findings to the community. As part of their annual report, many boards conduct opinion surveys on school board performance.

Ministry

The Ministry's Annual Report represents a commitment to communicate with the public as well as with a number of special interest groups. The report, which examines the effectiveness of the education system, is designed to inform everyone; not just those directly involved in education. This year's report incorporates a number of suggestions from a readership survey of the 1988/89 report.

In an effort to provide information about the education changes resulting from the Sullivan Royal Commission, the Ministry sent a brochure describing the changes to every home in B.C. More detailed information was sent to nearly 10,000 people who requested follow-up details.

The Ministry has many publications available to the reader interested in obtaining more information about the provincial education system. A list is provided in Appendix 3.

Cost-Effectiveness

To be accountable, the education system should have a process in place to examine whether or not tax dollars are being spent in the most effective way possible. The cost effectiveness of a program or organization can be expressed in terms of the cost to produce a desired outcome. A program that produces the same outcome at a lower cost than an alternative program is more cost-effective.

In order to demonstrate the cost-effectiveness of the education system, two things must be known: education costs and the effects. In addition, some comparison process must be in place to make judgments about cost-to-effect relationships. There is little agreement, at this time, about how to express either costs or effects in the B.C. education system.

In 1989/90, the average cost of educating a student was \$5,390. This means it cost approximately \$28 a day to provide each student with, among other things, custodial care and 5-6 hours of instruction per day for approximately 190 days a year, as well as the opportunity to participate in a variety of activities contributing to the child's intellectual, social and human, and career development. This cost is comparable with the current cost of day-care alone.

One of the many ways of representing costs per pupil is spending. In 1989/90, B.C. spent \$5,390 per student on education. The effects of that spending are chronicled in this report. They are evidence of the cost-effectiveness of the B.C. education system. The amount of funding appears to be enough to provide each student with a quality education.

What Do People Say?

- According to a recent survey, 75 per cent of parents with school-aged children feel they are not getting enough information from either their school board or the Ministry of Education. Over one-third of the respondents wanted to know more about funding; about 20 per cent would like more information about curriculum/programs; and 20 per cent would like to know about future changes in education.
- Forty-two per cent of respondents said the Province is receiving, at best, only fair value for the money it spends on education. However, 39 per cent believe the Province is receiving good or excellent value for the money it spends.
- Forty-nine per cent of the parents who responded gave the schools in their community a grade of "A" or "B". Thirty-eight per cent gave a "C", 5 per cent a "D" and 5 per cent an "E".
- According to opinion polls carried out between 1984 and 1989, public confidence in the quality of education in British Columbia has improved. However, confidence in the education system is still lower in B.C. than in other provinces. This is intriguing because on many comparative measures of student performance, B.C. students rank either first or second in Canada. One possible reason for the lower public confidence in B.C. is a lack of public information about the accomplishments of B.C. students.

How Are We Doing?

Strengths

- Consultation with the community and special interest groups has resulted in substantial changes to the implementation of policies and programs.
- The goals of intellectual, human and social, and career development are being used throughout the system: in student report cards, district annual reports, school accreditation reports, and the Ministry's Annual Report. They provide a common framework for judging the merits of the education system.

Opportunities to Improve

- Better ways are needed for informing the public about the education system.
- The lack of consensus on how to report costs and key outcomes of the education system makes reporting on the cost-effectiveness of the system difficult.

Where Are We Going?

- As of November 1990, school board and municipal elections will be held concurrently; thereafter, they will be held every three years. The intention is to reduce the costs of elections, to encourage the discussion of education issues, and to increase the level of voter participation.
- As of 1990/91, all school boards must produce an annual report. These annual reports will help to keep the community informed about the effectiveness of education programs at the school district level.

APPENDIX 1: YEAR 2000: A FRAMEWORK FOR LEARNING

Year 2000: A Framework For Learning presents the Ministry of Education's new policy on program development, student assessment and program organization. The new framework reflects many of the recommendations of the 1988 Sullivan Royal Commission on Education and subsequent government policy directions outlined in the spring of 1989. In its broadest terms, *Year 2000: A Framework For Learning* is a base for a learner-focused education system designed to develop in students the knowledge, skills and attitudes that characterize educated citizens.

The framework identifies the knowledge which students will acquire as they proceed through their educational programs.

Examples include knowledge of:

- world history, social, economic and political systems;
- Canadian social, economic and political institutions;
- natural systems;
- creative processes and products.

Students will also be encouraged to develop *skills* that will help them use their knowledge effectively. These include the ability to think critically, creatively, and reflectively, and to communicate clearly, both orally and in written language.

Finally, students will be expected to develop positive *attitudes*, about themselves and others. These include attitudes of self-worth, respect for others, and social responsibility.

New methods of assessment will use a wide range of techniques to obtain the best picture possible of a student's progress, including his or her behavioural, social, and academic development. Students will be kept informed of their progress and will be involved in self-assessment and evaluation. Student progress will be recorded on an on-going basis and will be reported regularly both to parents and students.

These initiatives will touch every aspect of the school system over the next ten years. Change will be most apparent, however, in the classroom. A child entering school will be guided towards graduation through a series of three programs, designed to implement the goals outlined above.

Primary Program

The Primary Program, which represents the first four years of schooling, is aimed at giving young learners a foundation of knowledge, skills, and attitudes that will prepare them for future school programs and for lifelong learning and participation in society.

A key feature of the Primary Program is that it is not organized by grades. Children will experience success by progressing at their own pace and by learning with others who share a common understanding though not necessarily a common age. Dual entry is a first step in this approach to learning. The dual entry option allows children to enter school within four months of their fifth birthday, in either September or January. By letting children enter school at different times, the emphasis is placed on progression according to individual readiness, rather than according to administrative convenience.

The program is designed so that most students will take four years to complete it. Children will not be failed or made to repeat a year if they don't learn as quickly as their peers. Instead, if a child is having a problem, the solution will be to find alternative learning resources or teaching approaches and help the child make continuous progress.

There are four areas of the curriculum - humanities, sciences, fine arts and practical arts - in which the traditional subjects are embedded. Children will be encouraged to develop an understanding of the connections among the things they study through instruction organized around themes.

Intermediate Program

The Intermediate Program will be introduced over a three-year period from 1992 to 1994. Based on the program goals and principles, learning experiences are provided which enable students to develop their individual potential, personal awareness and understanding of the world in order to become responsible, educated citizens.

Teachers will have the flexibility to group students and subjects in a variety of ways, so that students learn to make connections between subjects and to work co-operatively with others.

Students will be encouraged to learn from a wide variety of sources, including books, newspapers, computers and other electronic media. How students will be enabled to assimilate and share this information is currently the subject of wide consultation throughout the system.

A draft version of the Intermediate Program document has been distributed to schools; responses from the education community will be gathered until April 1, 1991.

Graduation Program

The Graduation Program will be phased in between 1992 and 1995. The program is intended to help students consolidate the knowledge, skills, and attitudes they have gained through the Primary and Intermediate Programs and to learn how to apply their experience and understanding as they make their transition to the adult world.

Although there will be several options within the Graduation Program, all students will be required to participate in the General Studies portion of the program - an interdisciplinary study of broad issues and themes of national and international importance. In addition, students will be able to choose a career option, a general liberal arts option, or an option designed to prepare them for post-graduation studies. All options will be assigned the same level of importance.

Graduation requirements will continue to be set by the Province. Students will be required to successfully complete General Studies and at least one of the other options in order to graduate. All students will write provincial examinations in a broad range of subjects so that provincial standards are maintained.

These changes will better prepare students going on to a university education, while providing other students with the skills necessary to continue to learn in the workplace.

A draft version of the Graduation Program document is currently under province-wide review; responses to the document will be accepted until June 30, 1991.

APPENDIX 2: SOURCES OF EVIDENCE

The following programs and activities were used as sources for much of the evidence presented in this report.

The Accreditation Process

Accreditation is a planned review of a school by its staff. Students, parents, community members and an external team participate with them to determine the present state of school processes, practices and student outcomes. Most importantly, it provides information about the success of the school in providing learning opportunities for students.

The completed review forms the basis for development of a Plan for School Growth designed to:

- sustain and extend school strengths;
- address areas needing change;
- accommodate implementation of *Year 2000: A Framework For Learning* as well as provincial and locally-developed curriculum.

An analysis of 33 secondary schools which went through the accreditation process provided information for this report.

Provincial Learning Assessment Program

Each year the Ministry of Education conducts assessments in certain core subjects. Usually directed at all students in Grades 4, 7, and 10 (corresponding roughly to students of ages 9, 12 and 15), the assessments identify strengths and weaknesses in student performance in relation to the overall objectives of the provincial curriculum. Assessment results are reported for the Province as a whole, and may be made available to districts and schools, but results are not reported on an individual student basis. In the future the Learning Assessment Program will continue to conduct large scale assessments that will collect information about student performance in relation to the knowledge, skills, and attitudes identified in the *Year 2000: A Framework For Learning* document.

Provincial Examinations

Provincial examinations ensure that all graduating students in B.C. meet the same standards of achievement in their academic subjects. The exams are designed, developed, reviewed, and marked by committees of experienced B.C. teachers.

Provincial exams require students to answer both multiple-choice and written-response questions. The questions test higher-order thinking skills, understanding of topics, and knowledge of specific information. The examinations are based on the provincial curriculum.

Scholarship Examinations

The Ministry of Education provides scholarships to students in public schools or funded independent schools who do well in provincial and scholarship examinations. The 20 highest-ranking candidates each receive \$2,000, while the remaining qualifying candidates each receive \$1,000. Scholarship examinations cover the regular curriculum, though they focus on higher-order thinking skills.

In addition to provincial scholarships, the Ministry also provides district awards and scholarships. These awards recognize students who are identified by their school district as excelling in programs emphasizing vocational courses, technology, or the visual or performing arts.

Follow-up Survey of Grade 12 Graduates

In the summer of 1990, a survey was conducted among a sample of secondary school graduates from the 1988/89 school year. The general purpose of the survey was to gather information about outcomes of the school system. It was felt that graduates who spent one year in the workplace, the post-secondary school system or everyday adult life, were qualified to provide comment on the value of their schooling.

The survey sample of 3,576 was constructed to represent the views of graduates from across the province. Students who did not complete Grade 12, and may have had different opinions on the effectiveness of education, were not included in the sample. Just over half of the graduates surveyed responded to the questionnaire. Subsequent telephone interviews were conducted with about 350 respondents.

Statistics Canada Survey of Literacy Skills Used in Daily Activities

In October 1989, Statistics Canada conducted a national survey to measure the literacy and numeracy skills of Canadian adults. The information from this survey was obtained from several reports published by Statistics Canada, and the analysis of a database available from Statistics Canada. The following applies to the analysis performed on the microdata file: "This analysis is based on Statistics Canada microdata tape which contains anonymized data collected in the 1989 Survey of Literacy Skills used in Daily Activities. All computations on these microdata were prepared by the Information Management Branch of the Ministry of Education, Province of British Columbia, and the responsibility for the use and interpretation of these data is entirely that of the authors."



APPENDIX 3: KEY DOCUMENTS

Below are listed a number of publications available to the reader interested in obtaining more information about the provincial education system.

Mandate For The Education System

A Legacy for Learners: Summary Of Findings 1988
Policy Directions
Mandate For The School System

Resource Allocation

School Finance '90: Changes To The School Finance System
Bill 11: *School Amendment Act* 1990. Highlights Of School
Finance Legislation 1990
Education Funding in British Columbia 1989/90
Public School Finance

Legislation

Teaching Profession Act
School Act
School Regulations and Minister of Education Orders
Independent School Act
Independent School Act Regulations

Accountability

Ministry of Education Annual Report
Statistical Supplement to the Annual Report
Highlights of the Annual Report
Public School Education Facts

Education Principles

Year 2000: A Framework For Learning
Highlights Year 2000: A Framework For Learning
Primary Program: Foundation Document
Primary Program: Resource Document
Intermediate Program Document (Draft)
Graduation Program Document (Draft)

Implementation Guidelines

Working Plan

For further information, contact: Communications Branch
Ministry of Education
Parliament Buildings
Victoria, B.C. V8V 2M4
(604) 356-2500

INDEX

Academic competitions	21-22, 24
Academic performance <i>see</i> <i>Assessment, Provincial examinations, Scholarship examinations</i>	
Accessibility	2, 55-66
Accountability	2, 95-102
Accreditation	45, 80, 81, 84-85, 93, 96
Description	107
Administrator <i>see also</i> <i>Educator</i>	80
Effectiveness	85
Responsibilities	4
Role in implementing the Primary Program	80
Adult education	65
Advanced placement examinations	32, 72
AIDS awareness	30
Alcohol and drug use	30-31
Algebra	20
Provincial examination results	20
Annual Report	
Ministry of Education	i, 1, 3, 100
School district	99
Assessment	
Learner profiles	39
Provincial learning	15, 24, 107
Mathematics	15
Reading	12, 15
Science	15
Social studies	16, 31
Writing	13-14
Student	25, 39, 75
Athletics	28
Attendance rates	44, 50
Attributes of the school system	2, 53-102
Accessibility	55-66
Accountability	95-102
Equity	89-94
Quality	77-87
Relevance	67-75

Block funding	92, 94
British Columbia school system	4
Attributes	2, 53-102
Cost effectiveness	100-101
Description	4
Fiscal framework <i>see also Funding</i>	90-91
Goals	2, 3-51
Management	4
Public perception	101
B.C. School Trustees' Association survey	74
B.C. Teachers' Federation	83
Canada Fitness Award program	29
Canada Youth and AIDS study	30
Canada Youth Foundation survey	31
Career development	2, 41-51
Career preparation programs	46, 50
Community partnerships	51
Counselling	46
Employer perceptions	42-43
Graduate perceptions	42-43, 49, 50
Passport to Apprenticeship	46
Public perceptions	45, 49
Student post-secondary activities	47
Teacher perceptions	45
Work experience	51
Certification <i>see Educator certification</i>	
College of Teachers	81, 82, 87
Communications	17
Community partnerships	38, 51, 75
Computer studies, female student enrolment	64
Consultation	
Ministry level	97
School level	96
School district level	97
Co-operative learning	39, 79
Correspondence education	5, 58
Regional correspondence schools <i>see also Distance education</i>	58
Cost <i>see Funding</i>	
Cost-effectiveness	100-101

Public perceptions of	101
Cost per student	90, 100
Counselling, career	46
Courses <i>refer to specific subject areas, e.g.: English</i>	
Cultural heritage	34
Curriculum <i>refer also to specific subject areas, e.g.: English</i>	
Common curriculum	25
First Nations language and culture	72-73
Gender equity	64
Strands	25, 39
Decisions program	71
Distance education <i>see also Correspondence Education</i>	58, 66
Drop-outs <i>see also School completion</i>	68-71
Drug and alcohol use	30-31
Dual entry	56, 66
Public perceptions	56
Education Advisory Council (EAC)	98
Education spending	101
Public perceptions	101
Education system <i>see British Columbia school system</i>	
Education Week	99
Educator	
Certification	82
Education	82, 86
Exchange programs	83
Female	64
Professional development	81, 82-83, 86
Qualifications	82
Quality	83-84, 85
Public perceptions	85
Responsibilities	4
Standards	81
Employer survey results	42-43, 50
Employment, relationship to education level	48
English	17
Provincial examination results	18-19
English as a Second Language	35, 63, 66

Enrolment	
Adult education	65
English as a Second Language	63
Female, in selected high school courses	64
General Educational Development (GED)	65
Japanese	63
Mandarin	63
Programme Cadre de Français	62
Equity	2, 89-94
Euclid Mathematics competition	21
Evaluation <i>see</i> Assessment	
Examinations <i>see</i> Advanced placement examinations, Provincial examinations, Scholarship examinations	
Exchange programs, educator	83
External Financial Management System Review Committee	91
Extra-curricular activities	32, 38
Female	
Educators	64
Student enrolment in selected high-school courses	64
Fine arts	36, 38, 39
First Nations learners	72-73
Fiscal framework	90-92, 94
Follow-up survey <i>see</i> Graduate Follow-up Survey	
Francophone learners	62, 66
Funding	
Block funding	92, 94
Capital expenses	91
Fiscal framework	90-92, 94
Home schooling	5
Independent school	5
Per student	90
Public perceptions	93
Public school	5, 93
School board	93
General Educational Development (GED) program	65
Geography, female enrolment	64
Gifted learner programs	72

Goals of education	2, 3-51
Career development	41-51
Human and social development	27-39
Intellectual development	9-25
Grades, letter	99
Graduate follow-up survey	108
Graduate follow-up survey results	
Accessibility	65
Career preparation	42-43, 49, 50
Distance learning	65
Human and social development	36-37
Intellectual development	23
Multiculturalism	34-35
Post-secondary activities	47
Relevance	74
Sexual discrimination	65
Teacher quality	85
Graduation	
Availability of programs leading to	56, 66
Factors affecting graduation rate	70
Rate <i>see also School completion rate</i>	ii, 69-70
Requirements	70
Graduation Program	i, 51, 71, 75
Description	106
Handicapped students <i>see Special needs students</i>	
Heritage Languages Advisory Committee	39
Higher-order thinking skills	15, 24
Home schooling	4, 5, 56, 58, 66
Housing services	59, 66
Human and social development	2, 27-39
Graduate perceptions	36-37, 38
Public perceptions	31-32, 34
Income, relationship to education level	48
Individualized education programs	61

Independent schools	4, 5, 57
Classification	57
Denominational	57
Educator certification	81
Enrolment	4, 56, 57
Evaluation	5, 57
Funding	5, 57
<i>Independent School Act</i>	5, 57
Non-denominational	57
Number of	57
Special needs programs	57
Instruction	78-79
Active learning	79
Learner focused	78, 86
Multi-age grouping	78
Quality of	84, 86
Intellectual development	2, 9-25
Graduate perceptions	23
Intermediate program	i, 51, 71, 75
Description	105
Internal Financial Management System Review Committee	91
International Baccalaureate	72
 Japanese	 63
 Learning Assessment program	 15, 24, 107
Learning for Living	39
Literacy	10-11
Skills of British Columbians	ii, 10, 24
Skills of graduates	43
Locally developed courses	25, 75
 Management, school system	 4
Mandarin	63
Mathematics	43
Euclid competition	21
Female educators	64
Female student enrolment	64

Provincial assessment	15, 78, 79
Message from the Minister	i
Mentor teacher program	83
Ministry of Education	
Attributes of the school system	53-102
Goals of education	3-51
Mission statement	1
Publications	111
Reporting	100
Public perceptions	100, 101
Responsibilities	4-5
Mission Statement	1
Multicultural Education Advisory Committee	39
Multiculturalism	34-35, 38
Native Education Advisory Committee	72
Native learners <i>see First Nations learners</i>	
Numeracy	10-11
Skills of British Columbians	11, 24
Skills of graduates	43
Pacific Rim	
Curriculum	63
Education initiatives	63, 66
Exchange programs	63
Teacher study program	83
Parent Advisory Group	96
Partnerships	50, 51
Passport to Apprenticeship	46
Per pupil spending	90, 100
Performance, student <i>see Assessment</i>	
Physical health	28
Physics, female enrolment	64
Post-secondary studies	47, 50
Primary Program	i, 25, 51, 71, 75, 78, 97
Description	104
Dual entry	56
Professional development	82-83, 86, 87
Professional Specialists Association	83

Programme Cadre de Français	62
Programs	
Canada Fitness Awards	29
Career preparation	46, 50
Decisions	71
English as a Second Language	63
First Nations language and culture	72
General Educational Development	65
Gifted learner	72
Individualized education	61
International Baccalaureate	72
Locally developed	25, 75
Mentor teacher	83
Pacific Rim Initiatives	63, 66
Passport to Apprenticeship	46
Programme Cadre de Français	62
Provincial examination	17, 108
Provincial Learning Assessment <i>see also Assessment</i>	107
Scholarship	108
Special education	66
Provincial examinations	17, 108
Provincial Learning Assessment program	15, 24, 107
Provincial Resource Centre for the Visually Impaired	60
Public school	56
Assessment <i>see Accreditation</i>	
Enrolment	4, 56
Funding	5
Management	4
Number of	56
Public survey results <i>see individual headings</i>	
Quality	2, 77-87
Public perception	101
Reading	12
Provincial assessment	12, 15
Skills of graduates	43
Referendum	92, 97
Relevance	2, 67-75

Reporting	
Ministry of Education	100
Public perceptions	100, 101
School	99
School district	99
Student progress	99
Retention rate <i>see also School Completion rate</i>	74
Rural Alaska Honours Institute	73
Scholarship	
Awards	21, 25
Examinations	21, 108
First Nations	72, 73
School <i>see Public School or Independent School</i>	
School accreditation <i>see Accreditation</i>	
School Act	4, 56, 58, 97, 99
School board	4, 5, 97
Elections	102
Revenues	92
School completion	68-70, 75
B.C. Rate	68, 69
Factors influencing	68-70
First Nations learners	72-73
School district	
Annual report	99, 102
Budget	93
Funding	90
Referendum	92, 97
Revenue	92
Special education review process	66
School system <i>see British Columbia School System</i>	
Science	
Fairs	22
Female educators	64
Female enrolment	64
Provincial assessment	15
Social development <i>see Human and Social Development</i>	
Social studies	
Provincial Assessment	16, 31, 33, 34

Special education programs <i>see Programs: Special education</i>	
Special needs students	60-61, 66
Access to regular classroom learning	60
Independent schools	57
Individual educational plans	61
Integration	60
Ministry initiatives	60
Spending <i>see Education Spending</i>	
Sports	28
Statistical supplement	3
Statistics Canada survey	10, 109
Student	
Achievement <i>see Assessment, Provincial examinations, Scholarship examinations</i>	
AIDS awareness	30
Completion rate	68, 69
Enrolment	4, 56
Evaluation <i>see Assessment</i>	
Examination results <i>see Assessment, Provincial examinations, Scholarship examinations</i>	
Extra-curricular activities	32, 38
Female enrolment in selected courses	64
Graduation rate	69-70
Perceptions <i>see Graduate follow-up survey</i>	
Personal initiative	32
Personal development	31-32
Public perceptions	31-32
Physical health and fitness	28-29, 38, 39
Self-worth	31
Social responsibility	33, 37, 38
Public perceptions	34
Substance abuse	30, 38, 39
Withdrawal <i>see also School completion</i>	68-71
Sullivan Royal Commission	90, 98, 100, 103
Summer institutes	82, 87
Surveys <i>see also Employer survey results, Graduate Follow-up survey, Public survey results, Statistics Canada survey</i>	96, 97
Teacher <i>see Educator, College of Teachers</i>	
Thinking, higher-level	15
Transportation services	59, 66

Unemployment, relationship to education 48

Vocational development *see* *Career development*

Withdrawal *see also* *School completion* 68-71

Work experience 51

Writing

 Provincial Assessment 13-14

 Skills of graduates 43

 Student samples 14

Year 2000: A Framework for Learning i, 3, 41, 71, 77, 80, 82, 97, 103-106